DOCUMENT RESUME

ED 041 428 EC 006 107

TITLE	Exceptional Children Media Reviews Reprint.
INSTITUTION	Council for Exceptional Children, Arlington, Va.
PUB DATE	68
NOTE	59p.
JOURNAL CIT	Reprinted from Exceptional Children, September 1968 - April 1970
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies, Audiovisual Aids, Bibliographies, Educational Methods, *Exceptional Child Education, Films, *Handicapped Children, Instructional Materials, *Instructional Media, *Literature Reviews

ABSTRACT

Forty-nine books, films, and tapes are reviewed in various areas of special education. Authors' comments on the reviews are frequently included. (JD)

ED041428

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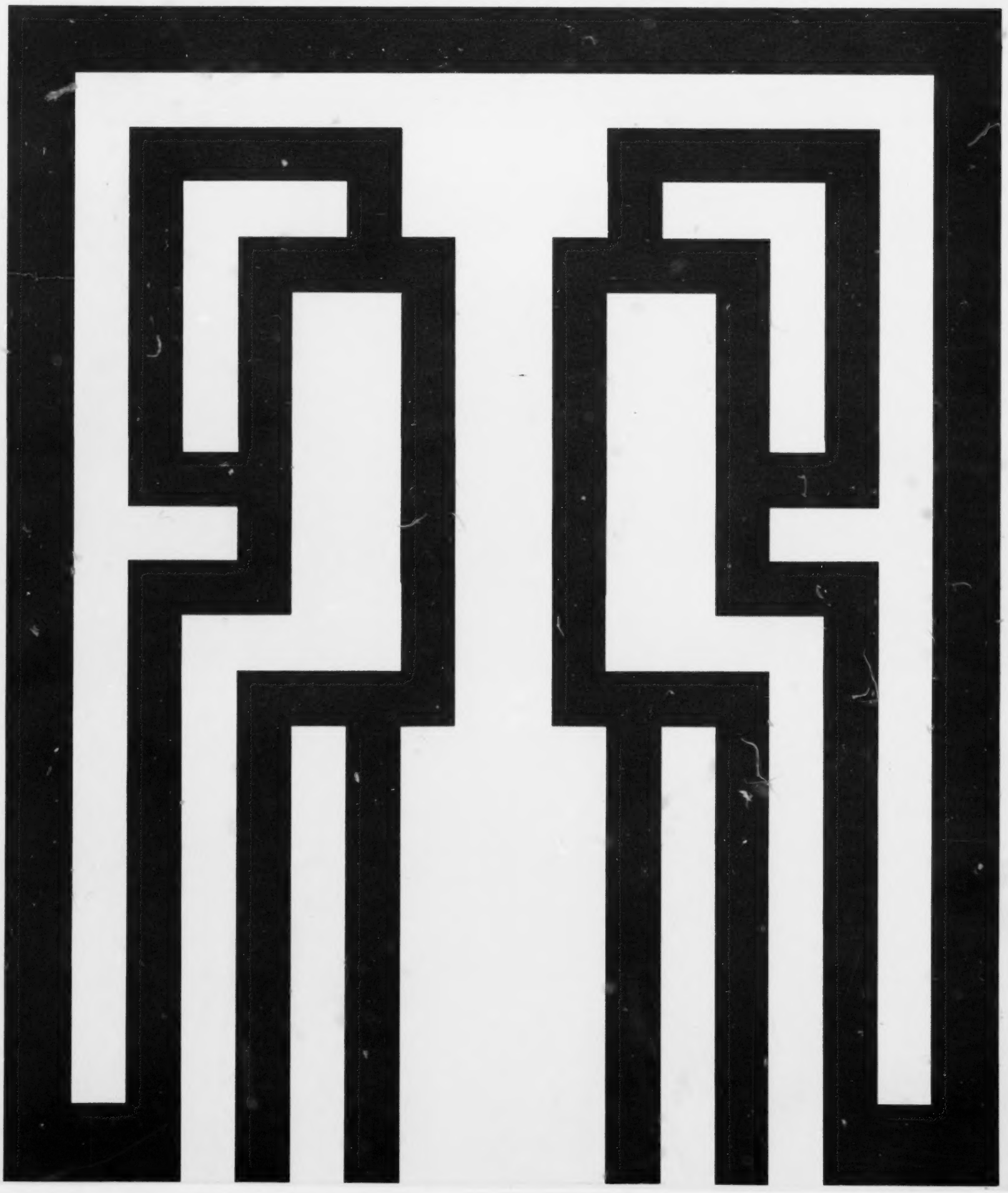

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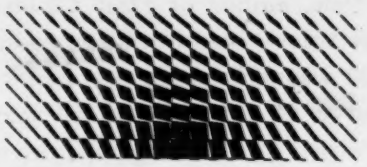

Media Reviews

VOLUME 35 September 1968

The Modification of Stuttering. Eugene J. Brutten and Donald J. Shoemaker. Englewood Cliffs, New Jersey: Prentice-Hall, 1967. 148 pp. $5.50.

> This book is intended to acquaint both the college student and the professional speech pathologist with the learning theories around which current thinking about stuttering has been structured, with the data important to the fundamental predictions of these theories, and with a two-process theory of learning that seems promising for both the theoretical integration of the data on stuttering and the therapeutic modification of it. This book is designed, then, for the student of stuttering who wants a data-bound approach to learning theory and therapy [Preface].

The first three chapters of the book are concerned with a survey of current learning theory which serves as a basis for the discussion of the two process theory and therapy. Chapter I, "Behavioristic Approaches to Stuttering," includes the concepts underlying both the traditional theories of stuttering and learning theory approaches to stuttering. Wischner, Sheehan, and Shames and Sherrick receive special consideration. The second chapter, entitled "Stuttering: Conditioned Disintegration of Speech Behavior," discusses emotional learning; the development of stuttering; instrumental learning; and fluency, fluency failure, and stuttering. The definition of stuttering is limited to that class of fluency failure that results from conditioned negative emotion. The third chapter is devoted to "Predisposing Factors," in which the authors state that "Although learning is involved in the development of stuttering, unlearned predisposing factors may also be important in determining it."

The second part of the book is concerned with the modification of stuttering according to the two process theory. Chapter IV, "A Theory for the Modification of Stuttering," deals with extinction of classically conditioned responses and of instrumental responses. Chapter V, "Clinical Procedures for the Modification of Stuttering," is 49 pages long or about one-third of the book. One of the first procedures described is the obtaining of critical factors which evoke negative emotion in the patient. The techniques of therapy are in terms of inhibition of negative emotional responses, determination of instrumental responses, and the ordering of instrumental responses for extinction.

It is the belief of these authors that

> the most efficient program for reducing stuttering and associated instrumental behaviors is the sequential use of reciprocal and reactive inhibition. In this treatment program, the attack is directed first toward the conditioned negative emotional responses that tend to disrupt fluent speech and that serve as instigators and source of reinforcement for instrumental avoidance and escape behaviors.

One of the authors, Dr. Brutten, is a speech pathologist; the other author, Dr. Shoemaker, is a clinical psychologist. They should make an excellent team for the study of the learning approach to the understanding and treatment of stuttering. These authors have acknowledged their indebtedness to preceding behavior theorists and therapists, and particularly acknowledge the influence of O. Hobart Mowrer and Joseph Wolpe. Learning theories as proposed by Hull, Skinner, and Dollard and Miller would serve the reader in his understanding of this book.

Ruth B. Irwin, Department of Speech, Ohio State University, Columbus.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Deaf Children at Home and at School. D. M. C. Dale. Springfield, Illinois: Charles C Thomas, 1967. 272 pp. $7.50.

Dr. Darcy Dale, author of *Deaf Children at Home and at School,* states in his introduction that the book was written for two major purposes: to serve as an introductory text for persons concerned with hearing impairment and to insure that the closest possible relationship exist between parents and teachers.

Based on his experiences as principal of the Kelston School for the Deaf and Partially Hearing in Auckland, New Zealand, and enriched with wide experiences in other countries, the author presents a comprehensive yet simplified overview of the problem of hearing impairment in children. References are made to significant research, and the book abounds in examples of practical approaches to all aspects of dealing with the problems of hearing impairment, including identification; diagnostic services and home training of young children; child behavior; home school relationships; educational methods and techniques in teaching language, speech, auditory education, and regular school subjects; and the evaluation of progress. Numerous diagrams and charts effectively illustrate the written expository descriptions, and the major research references are listed in the bibliography.

Permeating the book are the author's strong convictions that hearing impaired children, both partially hearing and deaf, can be much more successfully educated than they are presently through full utilization of present day knowledge in the areas of early identification, proper medical and audiological management, interdisciplinary evaluations, auditory and visual aids, and well planned educational programs. Such programs should include association with hearing children, combined home school training, and a strong auditory and multisensory approach to the entire habilitation process. Dr. Dale states in his preface that the book does not give consideration to fingerspelling and conventional sign language because of the author's limited knowledge of them at the present time.

According to the author, high expectations can apply to the great majority of deaf children, including those with profound hearing losses of 90 percent dB or greater. While the author reviews programs and procedures as practiced in many countries including the United States, he also describes special features specific to the program in New Zealand which should be of interest to all readers.

In these schools, the school health officer plays an important role in the hearing testing program and followup. Considerable emphasis is given to the medical followup and also to the fitting of hearing aids supplied by the government. While the book does not describe the program of early identification, it is apparent that in New Zealand emphasis is given to the preschool child, both through a program of education for the parents and through nursery training for the child. Ideally, the plan is to enroll the hearing impaired child in the nursery program for hearing children and add a teacher of the deaf to the staff.

Unique to New Zealand is the Unit program begun in 1960 in the public schools. This program provides that a class of deaf children and a special teacher become part of a class for normally hearing children. In this team teaching program, both teachers share in the educational program and special instruction of each student. Physical facilities require a two room setup with special auditory and visual equipment installed in both rooms. Programs are coordinated on a regional basis, including special diagnostic clinics, visiting teachers, unit programs in ordinary schools, and the services of schools for the deaf. Because of the close proximity of the school to the home, the family unit becomes an extension of the school program. According to the author, only about 20 percent of all deaf children (including those with multiple handicaps) would not be likely to profit from these unit programs.

Deaf Children at Home and at School is a survey of the various aspects of a present day habilitation of the deaf primarily from an auditory oral point of view. It seems to convey an attitude of considerable optimism about the education of the deaf—more so than is the case across our country at the present time. However, this reviewer would have to agree that we have not yet found ways as a nation to utilize existing knowl-

edge, resources, or professional skill in constructive home school programs from the point of early identification to adulthood.

Hazel Bothwell, Consultant, Deaf and Hard of Hearing, Department of Special Education, Office of the Superintendent of Public Instruction, Springfield, Illinois.

Author's Comment

Perhaps the last paragraph which includes the sentence "It seems to convey an attitude...." might be discussed. I did not intend to suggest that by setting up services very carefully, the problem of deafness could be minimized to the extent that it was no longer a serious handicap. At the present state of our knowledge, however, I consider that although there is usually still a very real difficulty in communication, deaf children should be able to look forward to living happy and worthwhile lives.
D. M. C. Dale.

October 1968

Group Treatment of Autistic Children. Hubert S. Coffey and Louise L. Wiener. Englewood Cliffs, New Jersey: Prentice-Hall, 1967. 132 pp. $4.95.

This is a brave book in the sense that the authors have been willing to describe many of the activities surrounding their conducting of a project focusing on group treatment of autistic children. There is a rather wide ranging selection of topics all of which bear in one way or another on the group project. Not only are the topics of a diverse nature but they are written by a number of different observers, most of whom were involved at one time or another with the program of the East Bay Activities Center, a day treatment center for severely disturbed children. It is refreshing, as a reader, to be given the opportunity to trace with the authors the development of a particular therapy project and to be exposed to the program concepts utilized in the designing of an institutional pattern such as a day center. With a careful reading, one can tease out the philosophical shifts in professional thinking which went into the development of desirable procedures and the utilization of staff for such a difficult child population.

Along with chapters on the history and development of the Center and the development of the program, the authors present us with brief and somewhat selected chapters on a review of the literature on child autism and schizophrenia and the function of group therapy with disturbed children.

The authors state that the central theme of this book revolves around the utilization of a group therapy approach which combines what they consider to be two rather different types of children—those labeled autistic and those placed into the group who served as catalysts by presenting more adequate ego structures with which the more severely disturbed children can identify. Several chapters focus on the development of this particular program, the conception of child group therapy, critical dimensions representing many of the dynamic activities taking place within the sessions, and brief vignettes of the behavior of the children while involved in the group activity. The authors carry their descriptions several steps further by including chapters on group work with parents (although it is not clear whether these were parents of children who were directly involved in the group therapy program); a discussion of the methods and results of the observational study they conducted; and a brief description of children who had left the Center, focusing on these children's current adjustment as contrasted with their behavior while at the Center.

Whatever the ultimate solution may be for the proper treatment of seriously disturbed children, it now seems clear that the traditional, highly stylized individual approach of one therapist for one child has not yielded very promising results, nor has it helped us develop fruitful kinds of questions. The movement toward working with groups of children both in child therapy and in programs for the education of emotionally disturbed children has been developing at a rather rapid pace, at least in terms of expressed interest. But, as of yet, there has been little published in the way of experimental studies or descriptive statements analyzing the group process on any sort of depth level. This book is a beginning attempt to describe a group treatment approach for children termed autistic and the setting in which such a treatment plan was developed.

As stated above, it appears impossible to

separate the procedures used from the environment in which they are employed. This seems true, even though the authors state that they included such information so that others could learn more about day treatment programs. It would appear that the greater benefit would come from enabling the reader to better understand which environmental forces impinge upon such a treatment process, either in positive or negative directions. The authors state that one of their major goals is to focus on the context of the relationship, thus allowing us to look at the broader environmental setting. They include looking at ways in which to modify specific behaviors within the broader context of both therapist child relationship and the setting in which they occur. The authors state that they reached a type of compromise in their planning of this particular therapy program in that they believed on one hand that autistic youngsters who are predominantly nonverbal are not really in a position to interact effectively with others in a group situation, and on the other hand they recognized how desirable such a group process orientation might be for these children. As a result of their strong belief in the ultimate value of group process, they grouped with the autistic children a number of youngsters they described as catalysts, youngsters who were less severely emotionally involved. There is some precedence for this type of grouping, mainly in some of the work done by Lippitt at the University of Michigan in terms of cross age relationships, and in some of the projects being developed in inner city schools, particularly the utilization of multigraded classrooms. The authors' first assumption that severely autistic youngsters cannot respond to one another in a group process situation has never really been seriously tested.

In many ways, the reader is still left with a number of questions which are not responded to on a depth basis. The description of the kinds of youngsters, forming both the autistic group and the catalyst group, is quite general, and the heavy reliance on psychiatric and clinical labels presents again the difficulties in communicating in either treatment or educationally relevant terms the type of sample used. Many readers would be greatly interested in a more fully detailed description of what actually transpired in the group therapy sessions. At a time when many workers are grappling with the question of not only whether to form groups but also what should be done within those group sessions, such information would be of great value. The authors do state a number of important dimensions which were manifested in the group, such as the difficulties such youngsters have in shifting from one activity to another, their inability to express and recognize feelings, their inability to relate to other children, and the absence of language patterns that are easily communicable to other children and observers, to cite just a few of the 12 dimensions cited.

The authors do indicate that while the project was in process their thinking changed on a number of points; two stages of the study were conducted, with several corrections being built into the second phase of the project based on their awareness of certain pitfalls which were built into the initial design. This is to their credit but, nevertheless, the reader is struck with how imprecise the observations of the children's behavior are. One is left with many questions as to just how different the group sessions were from the rest of the environment which also focused on the youngsters in group activities. One other question would revolve around the designing of hypotheses after the data have been collected; in some ways, relying on a purely descriptive orientation would have been just as satisfactory.

There is much of relevance in this book for educators of children with learning and adjustment problems, provided they are willing to make some of the translations from therapy to education. There are clues embedded in this book as to grouping tactics, the impact of the total milieu on the progress of the child, and the flexibility needed on the part of the adults working in such a setting to roll with the experimental and therapeutic punches.

Peter Knoblock, Associate Professor of Special Education, Syracuse University, Syracuse, New York.

November 1968

Clinical Teaching: Methods of Instruction for the Retarded. Robert M. Smith. New York: McGraw-Hill, 1968. 292 pp. $7.95.

In 12 interesting and well written chapters, the author considers topics such as the nature of cognitive development; assessing individual differences, methodological concerns, perceptual motor development, assessing and developing language and speech, instruction in reading and arithmetic, gainful employment, adult education, parents, and classroom organization and administration. The book's focus is upon the assessment and instruction of retarded children as individuals in view of the wide intra- and interpersonal variations existing in special classes. Particular stress is given to the use of diagnostic tools and appropriately sequenced learning activities by the teacher. Clearly, the book aspires to develop learning specialists, not teachers for "homogeneous classes."

Considerable attention has been directed to the identification of relevant research studies and the skillful translation of the same into classroom practice. Hebb's theory of neural organization is used to explain retardation and is related to research findings and instructional approaches.

Though Smith does not talk down to the reader, he manages to guide him lucidly through theory and research to "clinical" education. The mechanics of incidental learning, retroactive and proactive inhibitions, distributed practice, and overlearning are neatly explained and their substance utilized. For all of this, no reasonably endowed undergraduate should experience difficulty in understanding any part of the book.

Extensive experience in preparing teachers has been combined with a familiarity with the research literature and learning theory in Smith's new book. It is a carefully prepared and thoughtful work that should find a place in every program that prepares teachers of the mentally retarded. It is, in my view, quite probably the best book of its kind since the classic Kirk and Johnson text published in 1951.

James J. McCarthy, Professor, Department of Studies in Behavioral Disabilities, University of Wisconsin, Madison.

January 1969

Steps to Achievement for the Slow Learner. Marylou Ebersole, Newell C. Kephart, and James B. Ebersole. Columbus, Ohio: Charles E. Merrill, 1968. 196 pp. $4.95. Hardcover.

The term *slow learner* as used in the title of this volume is well known to Kephart's readers. In the preface the authors state that most of the book applies to children with *learning disabilities* regardless of etiology or age of the child. The first three chapter titles describe the child under consideration as *brain damaged*. The opening paragraph of the book seems to say that *handicapped children* are all brain damaged:

> Who is a handicapped child? He is a human being who deviates from capabilities we expect from any normal child. He may deviate a little, or a lot; he may have only a single learning disability, or combinations of learning disabilities. Many handicapped children are similar, but no two are exactly alike. The children will vary in their needs for three definite reasons: 1. All children are born with innate, inherited characteristics; 2. Each child responds to his particular environment; 3. The number of areas, the place, and the degree of brain damage will never be the same in any two cases [p. 1].

On page 2 the point is further urged that some children who lack demonstrable neurologic abnormalities are diagnosed as behavioral or emotional problems and "until their problems are recognized as those of true brain damage" we teachers and parents only aggravate their difficulties. Throughout the remainder of the book, the term brain damaged is used almost exclusively. The authors' philosophy and assumptions are further revealed in a brief discussion of failure to color within the lines. "The remedy is not 'more practice in coloring,' but rather a carefully planned curriculum to correct the underlying inabilities [p. 3]."

The first four chapters deal with special needs of the brain damaged child, characteristics and discipline of the brain damaged child, brain damaage and central nervous system function, and learning theory related to teaching techniques. The next two chapters present Kephart's position on the need for a stable point of reference (body image, laterality, etc.) and the developmental stages of learning (gross motor, motor perceptual, percep-

tual motor, perceptual, perceptual conceptual, and conceptual). The remaining six chapters present curriculum and are not sequentially related to the stages of learning presented earlier. These curriculum chapters are titled conceptualization, arm and hand coordination, cutting with scissors, prereading, prewriting, and prearithmetic. Each one of these curriculum chapters is divided into steps for teaching. Each step is further subdivided into specific activities. For example, Step II in the arm hand coordination chapter consists of 36 numbered activities described in three or four lines each; e.g., finger painting, make mud pies, provide a bolt board, clap in time to music, practice a twisting wrist movement, squeeze newspapers, outline a Christmas tree, etc. (sic)

This book is intended for a wide audience of teachers, therapists, physicians, students, and parents. It is obviously a difficult task to write simultaneously for such diverse readership. The apparent choice of the authors was to simplify when in doubt. The preface reveals an intention: "The learning theory presented in the first half demonstrates the importance of careful medical, educational, and psychological studies of the child . . . ." But in the text, diagnostic testing is dealt with in 31 lines. Educational evaluation is not mentioned and "psychometric and projective testing" receive only one sentence. The chapter on learning theory related to teaching techniques refers only to Hebb and Fernald and contains fewer than 200 lines of text (the preceding chapter ends on page 39 and succeeding chapter begins on page 51, illustrating the use of space and filler in this book). The four chapters on brain damage and the theory of teaching are frequently oversimplified. For example, Hebb's cell assembly theory is presented in 19 lines and then the reader is admonished that

> Teaching the brain-damaged child is a controlled, *systematic procedure*, guided by a knowledge of the *stimulus-response* process as well as by a knowledge of how the child neurologically interrelates his learning, as presented in the Cell Assembly Theory [p. 43].

There are fewer than 20 references in the entire volume, which is not necessarily a fault. There are times, however, when the reader is tempted to supply his own credit lines. The discussion on page 25 of plotting the child's strengths, weaknesses, abilities, and disabilities and the accompanying unlabeled 9 point profile of the "inconsistencies typical of many brain-damaged children" is one such place.

The figures (more than 65) and photographs (more than 40) lend eye appeal, but greatly decrease the amount of space available for text, as the book contains fewer than 200 pages. Not all of the illustrations are essential or helpful. For example, the concept that the site and nature of brain damage varies from one case to the next is illustrated by three human outlines (1/3 page) with different sizes and number of dots in the head area.

The curriculum chapters provide hundreds of activity ideas. A teacher who is looking for such specific activities would find this a rich source. But the question of just exactly what is being learned by the child while he is making papier mâché Easter eggs continues to quietly nag.

For some time now it has been patently clear that there is a substantial market avidly interested in materials which purport to aid parents and teachers in working with children who have difficulty in learning. Anyone who chooses to write in this field and shows even a modicum of persistence in dealing with publishers will be able to see his efforts in print.

Such a situation in educational publishing is comparatively unique and poses unusual advantages and disadvantages. It seems to this reviewer that the extent of this demand for commercially available materials in learning disabilities places a heavy responsibility on those persons already well known and respected in the field.

Barbara D. Bateman, Associate Professor, College of Education, University of Oregon, Eugene.

Authors' Comment

The authors fully realize the responsibility of publishing a curriculum guide for the teaching of children with learning disabilities. Such a guide is long overdue and urgently needed for the many new classrooms and training centers opening across the United States and throughout the world. It is necessary to supply a curriculum based on sound theory. At the same time, the curriculum must be easily interpreted by the many types of persons who

today are confronted with a child in need of educational help.

It was tempting for us to use only the "rich" material of chapters seven through twelve for *Steps to Achievement for the Slow Learner.* Then there would have been room for more methods and more detailed reasons for such methods as making a papier mâché Easter egg, for example. Admittedly, a whole book could be written, instead of only a chapter, on each of the subjects. But, as we expressed, we feel very strongly that a curriculum guide should not be a cookbook, for it is a fallacy to think that a curriculum does not need adjustment—and often radical adjustment—for individual needs. Therefore, we included the first six chapters as background information for greater understanding of the use of the methods to follow.

We worked hard to make the theory chapters reliable, readable, and cohesive. Our goal never was a lengthy, detailed treatise. These chapters are not intended for the theorists and research personnel in the special education field. Instead, these chapters should be easily understood by physicians who have never had

> a specific course on brain injured children, by students who need an introduction to the physiology and anatomy of brain injury, by therapists and teachers who need to relate their techniques to the child's total educational goals, and by parents who must begin to realize why their brain injured child is different.

We regret that the review draws assumptions from the preface that were not intended. We would like to emphasize that we believe the strength of this curriculum guide is the organization of the curriculum methods to show a systematic approach to teaching as well as a well founded relationship between motor, perceptual, and conceptual learning. We purposely did not arrange the last six chapters so that some would pertain to motor, some to perceptual, and some to conceptual methods. In the past, that is what has happened to curriculums for brain injured children and we feel this is unnatural and misleading. Rather, we submit a new organization and *within the subject chapters themselves* we make the transition from motor to perceptual to conceptual, recognizing overlapping. This is particularly obvious in the chapters regarding cutting with scissors, prewriting, prereading, and prearithmetic.

Marylou Ebersole, Newell C. Kephart, and James B. Ebersole.

Instructional Approaches to Slow Learning. William J. Younie. New York: Teachers College Press, Teachers College, Columbia University, 1967. 179 pp. $1.95. Paperback.

This is a considered and moderate approach to the problems of providing an adequate and suitable education for that large minority in the schools identified as "slow learners"—the group which finds it difficult or impossible to keep pace with the average students, yet possesses greater capabilities than the lightly mentally retarded. Younie has chosen to define the group of which he is writing, a particularly necessary step since the label is a general one which has been used rather loosely to describe various groups of children with problems, and has been used even (as in Ohio) as the official designation of the group more commonly known as the educable mentally retarded. His definition is not a simple one indeed, the first three chapters are really devoted to definition, in that he is trying to indicate both what he feels are characteristics of slow learners and what he feels should not be considered an integral part of the condition. Expectations are listed in the areas of intelligence (scores on such tests as the Stanford Binet will range roughly from 75 to 90), achievement (1½ to 2 years behind expectation), behavior (within the normal range), and permanence (the problems will be long standing and relatively resistent to change).

This is not a book of easy answers, nor a how-to-do-it for the teacher who finds himself assigned to work with a slow learning group. It is not a cookbook, nor an attempt to present a neat or new solution to an old and often untidily served educational problem. It strikes the reviewer rather as an attempt to present research and educational viewpoints, with brief discussion on the strengths and weaknesses of each, in order to enlist the reader's own thinking on the identity and problems of the particular group of slow learning children with which he may be dealing, and the choice of proper education provision for them. The danger of attaching labels and then mistaking the label for a solution is pointed out as particularly real in the present, when in so many areas the sophistication of diagnostic procedures has so far outstripped the refinement of provision to deliver the services prescribed.

After discussion of what constitutes the problem of the slow learner, its numerous possible causes, and the even more numerous ways in which it may show itself, the areas of administration, curriculum, subject matter adap-

tations, and educational innovations are taken up. The chapter on administrative considerations is particularly strong, a welcome change from all too many publications in special education. The advantages and disadvantages of various patterns of grouping are pointed out, along with a similar treatment of alternative decisions on selection, class size, integration, communication, remedial services, guidance, record keeping, marking and reporting, teacher competencies, and the like. The point is particularly made that all of these must form a harmonious whole, that what is right for one community and one group of slow learning children is not necessarily right for another, and that administrative decisions must take all factors into consideration, rather than asking that this program adapt itself to relatively rigid administrative patterns that may already exist.

Two useful appendices are included. The first is a list of suggested teaching materials for slow learners, the second a basic professional library on the topic. The 17 page bibliography can serve as an additional source guide.

This is not a book which will obligingly confirm the reader in the policies and procedures that he has already decided constitute the proper approach to the education of the slow learner. It can be a most valuable aid, however, to the administrators and school board of any district considering their responsibility to the particular group which will constitute "slow learners" in their own district. It would be a good introduction to the master teacher asked to consider teaching such children, and it might well be used as the basis for educational study groups and curriculum committees in that it is well calculated to encourage, rather than shut off, discussion and debate. Little really new material is presented, but the book is an exceptionally clear and open ended guide to the numerous decisions which must be made locally by each school district in order to provide for these children who are estimated to comprise 20 percent of our school population.

Laura J. Jordan, Associate Professor of Special Education, University of Illinois, Urbana.

February 1969

Curriculum Enrichment for the Gifted in the Primary Grades. Ruth A. Martinson. Englewood Cliffs, N.J.: Prentice-Hall, 1968. 115 pp. $2.25. Paperback.

Correctly pointing out that most of the literature on "practices for the gifted deals with that subject matter which is appropriate for the upper elementary grade child or for the secondary school," this 115 page booklet is directed toward practices specifically designed for the primary grades. It only partly achieves this goal—containing an unfortunate combination of very useful suggestions for classroom practices, i.e., "Early Writing," pp. 81-90, and educational philosophy stated in textbook language, i.e.:

> This means that, in view of the predictable complex difference in knowledge, talents, and abilities among the gifted within a given school system, groupings for the gifted will be exceedingly diverse, and the administrative plan will be tailored to the educational needs of the pupils [p. 54].

Outstanding in the book is Chapter Three, "The Classroom Climate." Subtitles such as "The Use of Interests," "Strategy for Teaching," and "The Art of Questioning" head the most important sections. Chapter Five, "Meeting Special Interests and Needs of Individual Children," contains a case study of two children, including lesson plans and book lists. This chapter is informative and a fine companion to Chapter Three. The "Research Unit" in Chapter Six is interesting and gives valuable suggestions for a unit suitable to all children. Chapter Seven, "Special Considerations in Curriculum Planning," suggests the use of materials of a higher grade level. No doubt the materials are good, but using fifth and sixth grade reading level materials, however good they may be, of itself hardly makes for a good primary grade program for the gifted. Outstanding in this chapter is the valuable list of books in the areas of art and music for primary grade children. Chapter Eight contains a useful "Needs Survey."

The convenient size and reasonable price add to the desirability of this book.

Walter B. Barbe, Editor, Highlights for Children, *Honesdale, Pennsylvania.*

Author's Comment

I have three reactions to Dr. Barbe's comments, two explanatory and one of surprise at his reaction to the reading range of the materials we suggest.

The "textbook language" to which he refers is in the context of a discussion of different ways to provide for the gifted at the elementary school level. I believe very strongly that we must deal realistically with the vast range of capacities within the gifted population, and that the typical order of grouping *first* and studying pupils *second* must be reversed. I regret that he disliked the statement, but is it a fundamental problem, for which solutions must be thoughtfully planned.

The statement that the goal of the book is only partly achieved is correct, if one looks for the ultimate and complete curriculum. If one does, however, I suspect that he whistles in a hurricane. Anyone who has worked successfully with the gifted and is aware of the wide, unpredictable, and intense nature of their interests, has employed a set of teaching principles which are consonant with their interests and needs. The brevity of the book is due to my belief that teachers are intelligent and my knowledge that they are also busy. What I tried to do was to present in succinct form the basic principles for teaching gifted children, as I understand them, and then to use materials which have produced excellent results with the gifted to illustrate those principles. My assumption is that teachers will employ the suggestions and go on with added innovative plans of their own. Perhaps I overreacted to the frequent (and justified) complaints of teachers about excess verbiage in their education books. Time will tell.

My third reaction is that of amazement at Dr. Barbe's reactions to the reading level of the materials suggested. The materials were all developed or chosen for use by individual groups in units of proved interest; all units were designed with major key themes and questions. To repeat, the materials have been used successfully by gifted primary children.

The book is for teachers of the gifted in the primary grades, which include the kindergarten, first, second, and third grades in most schools. In the California state study, *Educational Programs for Gifted Pupils*, I wrote in some detail on the measured academic achievement of more than 200 first grade pupils, a few of whom reached eighth grade level on standardized reading tests. Nearly half of them attained third and fourth grade levels. These are group means, and do not reflect range. Many gifted children, especially as second and third grade pupils, independently select upper elementary level books which they read with ease, and some enjoy "adult" materials. The materials assume pupil self selection within a wide range, and if anything, are conservative at the upper levels of difficulty. In the majority of cases, they are presented as resources within topical context. If Dr. Barbe came out with the notion that books per se of any level make a good program, all I can suggest is that he read the 115 pages more thoroughly.

Ruth A. Martinson

The Cloak of Competence. Robert B. Edgerton. Berkeley, California: University of California Press, 1967. 233 pp. $5.75. Hardcover.

The characteristics and problems of the mentally retarded have become the foci of interest of an increasing variety of professionals and scientists. What was, for a long time, the concern primarily of those in education and psychology, plus a few in medicine and biology, has come to attract, particularly in the last 10 to 15 years, the attention of and study by others in sociology and anthropology. Social attitudes toward and concern for the mentally retarded have so changed, physiological and genetic information regarding them has so increased, and research funding and methodologies have so grown and so improved that one is warranted in at least hoping for more effective and realistic perception of and planning for the retarded. This book is a contribution to that end.

Seen through anthropological glasses are the "life circumstances of mentally retarded persons living in a large city." Briefly, the characteristics of the subjects and methodology are these: A population of 48: 20 males (median age 33, range 20-45; median IQ–undifferentiated–64; 4 Mexican-American; 9 single) and 28 females (median age 32, range 25-56; median IQ–undifferentiated–65; 3 Mexican American, 2 Negro; 5 single). All had been discharged, between 1949 and 1958, from Pacific State Hospital, and lived within a 50 mile radius of the hospital at the time of the study. Forty-four had been sterilized. Four male and three female workers collected the information, with a mean number of hours

of contact per respondent of 17 (range 5 to 90).

Detailed portraits of four representative subjects are given. Descriptions of the leisure time activities and of the nature of relationships with benefactors, in terms of dependency, are provided for all 48 subjects. Liberal use of direct quotations of the subjects and of those in their environments is made to illustrate and support the author's observations, the general tenor of which is reflected in the book's subtitle, "Stigma in the Lives of the Mentaliy Retarded."

Only six subjects were unemployed, not including 15 who had married men of at least low average intelligence, but job changes were typical of those who were regarded as employed. Most were highly marginal unskilled economic performers, largely in debt. Generally, they expressed concern regarding their being sterilized, particularly the females.

> The sexual and marital lives of these retarded persons are more 'normal' and better regulated than we could possibly have predicted from a knowledge of their prehospital experiences and their manifest intellectual deficits.

The author regards the subjects' pursuit of "recreation," or just plain "fun," as having "a singlemindedness that is impressive"—14 being regarded as preferring conversation, 15 preferring television, and 7 preferring "carousing." Their use of leisure time is observed "not to differ greatly from that of the 'normal' persons who live near them in lower socioeconomic status neighborhoods." While these subjects had not become pillars of society, they had not "been conspicuous in their opposition to social norms or to law," although 32 percent had received social welfare aid.

The role of some extra hospital benefactor was great not only in terms of job finding and holding and of finding living facilities but particularly in terms of helping the subjects to pass as nonretarded and in contributing to each subject's efforts to deny his basic retarded condition. Concerned as he was with the self perceptions of his subjects, the author explored the fact that each had been "accused and found guilty of being stupid" and the possibility that this must have had a "shattering impact" which "serves to lower one's self esteem to such a nadir of worthlessness that the life of a person so labeled is scarcely worth living." The contributions of prehospital experiences, those in the institution, as well as many frustrating experiences after discharge are considered, as are the sometimes valid perceptions by the subjects of the events during these periods. All but two members of the group mentioned attitudinal problems (punctuality, regularity, industriousness, and sober responsibility) as being the most difficult to deal with. Interpersonal incompetence (talking, reading, writing, telling time, purchasing) is recognized as a problem area, though not shored up with firm psychological orientation in terms of the subject's limitations in conceptualization ability. The author reports a rank order correlation of minus .21 between the undifferentiated IQ's and rankings on an independence dependence continuum. (A recomputation of this, using the author's data, revealed this to be *plus* .22, not differing significantly between males and females. The size of this correlation is interesting, particularly in view of the complex nature of the situations involving criterion behavior.)

Gross suggestions are made regarding possible improvement in the training of retardates before their discharge, but how the public could or should be helped better to work with the retarded is little considered, other than emphasizing that the retardates have "an exaggerated need for affection and for confirmation of their own self-worth."

The author concludes:

> So the desperate search for self-esteem continues. The ex-patients strive to cover themselves with a protective cloak of competence. To their own satisfaction they manage to locate such coverings, but the cloaks that they think protect them are in reality such tattered and transparent garments that they reveal their wearers in all their naked incompetence.

So the retardates have to face a reality involving both stigma and incompetence.

It is well that this study was made. It is suggestive of the kind of light which the anthropologist can throw both on the problems of society in planning for the retarded and on personal problems of the retardate. (It suggests, also, how the psychologist could help the anthropologist.) The author repeatedly manifests his awareness that generalizations from his study must not be made regarding *all* retardates—his subjects were "upper crust," they had been institutionalized, and most had been sterilized; thus a geographic, and therefore a cultural, bias existed. It is a careful, descriptive study, not a comparative one. It should suggest other, perhaps somewhat comparable, studies: What would be found in a study of this kind if it were made of those retardates who had had varying amounts and kinds of special education? Of those who had been neither institutionalized nor "educated"? Of a comparable nonsterilized population? Of

retardates going out into differing milieus? Groundbreakers in intensive research on social reality deserve very real credit. It behooves others, now, to extend our knowledge in like manner.

The lay reader will find this book both interesting and informative. The educator of the retarded—institutional or noninstitutional—will find in it much that is particularly relevant to curriculum, to the area of self perceptions of the retarded, and to at least certain social realities for which education is presumed to prepare. The psychologist, sociologist, and anthropologist can have their curiosities broadened by challenges implicit in it.

T. Ernest Newland, Professor of Educational Psychology, University of Illinois, Urbana.

Special Education Programs Within the United States. Morris Val Jones (Editor). Springfield, Illinois: Charles C Thomas, 1968. 427 pp. $14.00. Hardcover.

This book is a collection of 22 chapters, two forewords, a preface, and a postscript, each by a different author. Divided into three sections, the book reflects the editor's background (speech and hearing) in that two-thirds of the chapters are concerned with diagnostic centers, special schools, and programs for communication disorders. Even one of the six chapters included in "Part III: City, County, and State Programs in Special Education" seems to be misplaced in that it reports on the program at the Perkins School for the Blind which is as much a special school as the Devereux and Cove Schools reported in Part I.

Thus, the reader should be aware that neither a comprehensive nor a representative sample of special education programs is provided. On the other hand, many specialized facilities of national reputation are included: the Institute for Childhood Aphasia, the Frostig Center of Educational Therapy, the John Tracy Clinic, Gallaudet College, and the Institute of Logopedics, in addition to the three named above.

Also impressive are the authors—usually the heads of the units being described. The content they provide varies considerably in scope and depth, but does contain some valuable historical data which could be obtained previously only by tedious research through annual reports and other widely scattered documents and publications. The scholarly value of the book is somewhat limited by the extreme variation in documentation, with some chapters lacking a single reference while one contains a 102 item bibliography plus an appendix.

There are about 15 pages of photographs grouped 5 pages each at the beginning of each of the three major parts of the book, thus serving as a pictorial introduction. A few charts and graphs are also provided within some of the chapters, ranging from hand lettered charts to architectural drawings.

The editor's admission in the preface that the book reflects his geographical bias is borne out by an analysis of the 22 chapters: 14 from the West, four from the East, three from the Midwest, and one from the South. Each reader will probably feel that the book could have been improved by replacing one or more chapters by descriptions of similar programs in different parts of the country.

The lack of any introductory, connective, or summary statements by the editor makes this a collection of 22 reports, or in the editor's words, "This book presents selected success stories. . . ." Thus, its value to the field is seen as a reference book rather than a basic or supplemental text, for use primarily with unsophisticated readers.

Robert A. Henderson, Chairman, Department of Special Education, University of Illinois, Urbana.

The Teaching-Learning Process in Educating Emotionally Disturbed Children. Peter Knoblock and John L. Johnson (Editors). Syracuse, New York: Division of Special Education and Rehabilitation, Syracuse University, 1967. 141 pp. $3.00. Paperback.

Knoblock and Johnson as editors of the proceedings of the Third Annual Conference in the Education of Emotionally Disturbed Children open with a cogent report on the status of programs for the disturbed child. The next logical step is an examination of the "transaction called the teaching-learning process." As they admit, such an examination may

raise more problems than it answers. But the nine papers are far from open ended. Each makes a serious contribution though the riddle of the transaction is still much with us.

One way to codify the classroom transaction is through the application of Flanders' Interaction Analysis: the coding consists of a ten category system where "teacher talk" is divided into seven categories; four are indirect teacher influence (accepting, praising, use of student ideas, asking questions), and three are direct influence (lecturing, direction giving, criticizing). There are two "student talk" categories (student response and student initiation). The tenth category is for recording silence or confusion. Amidon gives a lucid presentation of the method with special attention to the unique problems when it is applied to the study of classes for the emotionally disturbed. His discussion stops short of an actual adaptation for these classes however. Hunt, in commenting on Amidon's paper, points out that the system has the advantages of objectification, that the analysis is limited relative to pupil behavior, that it apparently has potentials for use in modifying teacher behavior, and finally that there is a need for more categories when used in emotionally disturbed classrooms. The suggestions for adaptation parallel our own experience in applying Flanders' procedures for coding special education classroom behaviors. There is more subtle "behavior" than the present system can digest. But at any rate the teaching-learning process itself is the focus of attention. Teachers have an opportunity to have their behavior recorded in an objective manner for the first time. It is inevitable that this method will be compared with direct videotape playback in the near future for potential in teacher training programs.

In the second major presentation, "Approaches to Evaluation," Reynolds presents a thoughtful, fresh, and down to earth look at problems of research in special education. Certain of his remarks are directed to avoid the fatal trap of evaluation at the service of political purposes. Reynolds' concern about such issues as global evaluation, counting, time span needed for studies, and the role of the teacher in research make this section pertinent for seasoned educational researchers, and sobering for graduate students who assume easy practical returns from research. In a contrasting paper describing a specific public school research, Fisher demonstrates how difficult concepts such as body image, social closeness, and cognitive styles can be assessed. The author goes beyond the typical researcher shorthand to describe the measurement techniques in a way that teachers will appreciate. Applications to selection of children for classrooms for disturbed children are indicated but with less detail. If indeed cutting points in body image boundary can be replicated to predict those who will be able to utilize special classes, this is a breakthrough.

Cruickshank's chapter is a compact discussion of the nature and educational needs of brain injured children. Relationships to culturally deprived and emotionally disturbed are discussed. The problems of sensory and motor hyperactivity are dealt with in detail, especially as these conditions bring conflict with traditional educational situations. The educational provisions are presented with a sensitivity to the inner life of these children, especially the impact of failure on the self development. This is the most concise statement of the author's point of view one is likely to find in the literature, combining as it does concrete specificity with a comprehensive average. Beck, in her commentary, expands the theme somewhat with educational applications found useful in the Lafayette Center and emphasizes that the central treatment is to get the educational program down to a level suitable to the child rather than in manipulation of externals. Cohen's commentary takes some issue with the implied relationship between hyperactivity and emotional disturbance, elaborating on the point that hyperactivity can be a result of anxiety as well as organicity.

Rabinovitch, in "Functional Diagnostic Dimensions," presents the argument for the critical role in planning programs for disturbed children which is played by an adequate diagnostic schema. He describes proper use and misuse of the traditional bases for diagnosis: etiology, symptoms, and how the child responds to treatment. To replace the nonspe-

cific, vague rubrics, he then presents a functional diagnosis with an assessment grid comprised of several dimensions: clarity of ego boundaries, neurological integration, capacity for depth relationships, motivation, acculturation, intelligence, and specific factors applicable to educational tasks such as symbolization skill. These are applied to diagnosing reading problems with detailed examples. For those still making a career of refuting medical models long discarded, this offers a challenge. It is a far cry from the old nomenclature approach and offers an antidote to the superficial "behavior *sans* person" popular today.

The final paper is concerned with an oft omitted area—mathematics in the education of emotionally disturbed. Wilson gives a full account of the work of the Syracuse University Arithmetic Clinic and their hierarchical content taxonomy. The taxonomy is then applied to a specific arithmetic learning problem illustrating the diagnostic-teaching-review format. Wilson further relates the mathematics content to Gagne's types of learning and behavioral indicators from Bloom's taxonomy in his three dimensional model. There is a display of the specific instruments used in the assessment of certain cells in the model. While one article on the problems of teaching mathematics cannot balance the attention to reading, the author suggests that the day will come when the particular aspects of this skill will be as familiar to the special teacher as are techniques in reading. This is a chapter which will have to be read and reread for complete understanding since it weaves back and forth from the highly theoretical to the most practical applications.

The writing of the chapters is uniformly of a high order with no deadwood. Each stands as an independent contribution to the professional concerned with the education of the emotionally disturbed. The book will be useful to teachers, graduate students, and college teachers. While the goal of the book is to focus on the "teaching-learning process," some sections offer immediate classroom application, others deal with the surround of the process, and still others are suggestive with the actual application still unfinished business. This is the third in the Syracuse conference series and should enjoy the same attention as the others.

Somehow one hopes that if there is to be a fourth, the core will be what is happening and what is needed in the schools to meet the crises they face today. Before special education is a lost cause of specialists talking in their private ingroups, can we start with an analysis of the system to ascertain the needs of the new special education? This book shows the breakdown of rigid parameters of emotional disturbance merging with learning disabilities, the new panacea. Can we go the next step and look at the emerging problems of the schools and see what special education has to offer? What of alienation, minority struggles, confrontation as mode, social pathology, and the ethical revolution? Are we to spend all of our energy on after the fact clientele?

William C. Morse, Professor of Education and Psychology, School of Education, University of Michigan, Ann Arbor.

March 1969

The Emotionally Disturbed Child in the Classroom. Frank M. Hewett. Boston: Allyn and Bacon, 1968. 373 pp. Hardcover.

As indicated by Hewett, the subtitle of the book, *A Developmental Strategy for Educating Children with Maladaptive Behavior*, describes the content of the volume more precisely than the main title. Information presented in the book has relevance for classroom teachers, teacher preparation personnel, and researchers who are concerned with providing effective educational procedures for emotionally disturbed children.

Emotionally disturbed children are viewed as exhibiting maladaptive behavior. Consequently, the terms "emotional disturbance" and "maladaptive behavior" are used synonymously throughout the volume. Hewett believes that "maladaptive behavior" can be accurately described and quantified, whereas "emotional disturbance" is too vague or can elicit images of children's behavior which are thought to be beyond the competencies of educators to comprehend or change. Teachers are viewed by Hewett as managers and direc-

tors of the interaction between the children and the environment, and are the logical personnel to intervene in the maladaptive behavior patterns of emotionally disturbed children. This approach is based partially on the assumption that since teachers can be effective behavior change agents, then it is necessary for them to examine closely the goals, methodology, and evaluation procedures used to change children's behavior. For example, if a child fails to progress the teacher immediately assesses the program planned for that child, and does not rely upon a rationale which places the cause for failure upon variables which are thought to function totally within the child.

The author's educational intervention program follows closely a general list of behavior principles which is cast under the label of "behavior modification procedures." In presenting specific educational strategies, Hewett does not castigate other intervention approaches as being inappropriate or ineffective. For example, the psychodynamic approach concentrates on defining goals, but is vague in specifying instructional techniques. An approach that is functional in listing goals and prescribing methodology is the sensory-neurological, but it may not be comprehensive enough to promote the acquisition of important social behaviors. Behavior modification procedures developed in laboratory and specific clinical situations must be modified by educators if they are to prove useful in classrooms for emotionally disturbed children. Hewett views behavior modification strategy as contributing effective methodological tools to educators, but does not provide guidelines for defining priority educational goals. In essence, Hewett believes that these three basic intervention strategies have been beneficial to children and teachers. However, all have lacked cohesiveness in that only circumscribed aspects of behavior are emphasized.

The central theme of the book focuses upon establishing a "developmental sequence of educational goals" (e.g., attention, response, order, exploratory, social, mastery, achievement), methodology (e.g., task, structure, reward), initial behavior assessment procedures, and techniques for evaluating the effectiveness of the total educational program to promote adaptive behavior in emotionally disturbed children. Hewett refers to this program as the "engineered classroom" concept. He believes that correct application of the concept can foster positive behavior changes. Hewett agrees that many aspects of the concept are not new, but emphasis is placed upon *systematic* and precise application of the concept and this format provides a more appropriate perspective. Therefore, the engineered classroom recommends procedures which will assist children in developing from somewhat primitive to more socialized and successful functioning levels of behavior. It presents a continuum of goals, methodology, and evaluation procedures which other intervention approaches lack. Hewett does not view this book as a terminal point in that it offers the final program for teachers of emotionally disturbed children. Rather, he regards the volume as a preliminary statement which needs longitudinal elaboration and development.

Classroom teachers will find many practical suggestions and guidelines for daily planning. The book lists concrete examples pertaining to the implementation of goals and methods. Hewett has described a clear, connected, consistent educational intervention program which will provide benefits to children and teachers. However, those expecting to secure a rigid formula from the book will be disappointed. Specific procedures are suggested and described, but flexibility in deviating from the total program design based on child behavior and needs is emphasized. Systematic application of the procedures advocated by Hewett should function to change children's behavior. Haphazard application, however, will probably not be effective, and may be potentially destructive to children needing assistance.

A major portion of the book is devoted to a description of other educational intervention approaches, the development of the engineered classroom educational strategies, and specific description of classroom procedures. Hewett also describes the historical development of the engineered classroom and its subsequent implementation in an experimental project.

The experimental project was planned to evaluate the effectiveness of the engineered classroom approach. Six classes were organized in the Santa Monica, California, Unified School District. Fifty-four children participated in the project; only 45 were used in the statistical analysis because data were not available for nine of the subjects. The mean CA was 10-3 (range 8.0 to 11.11) and the mean IQ was 94 (range 85 to 113). Children were assigned to the six classes on the basis of IQ, CA, and academic skills (reading and arithmetic). The project was in effect for a 9 month academic year.

The total program of the engineered classroom represented the experimental condition. Control classrooms could use any procedures, including those of the engineered classroom with the exception of a token and tangible reward system. All six teachers, and teacher

aides for each classroom, received the same prior preparation. All were introduced to the engineered classroom procedures. Class one was designated as experimental (E) and remained so for the school year. Another class was a control (C) for the school year. Two classes were designated as control-experimental (CE). For half of the year C conditions were in effect; at midyear E conditions were initiated. The remaining two classes served as experimental-control (EC) conditions. At midyear these classes changed from E to C. The dependent variables were task attention (e.g., eye contact with the task, etc.) and achievement test data. The questions pertaining to the project were focused upon assessing the differences between E and C conditions, the effects of adding E conditions to prior C status, and the subsequent removal of E conditions with implementation of the C program.

In brief, the experimental design provided for comparison the engineered classroom concept with and without the application of tokens and tangible rewards. The presence or absence of this type of consequence system was the major independent variable. Analysis of the data was complete and comprehensive. Significant differences in favor of the E conditions were found in arithmetic fundamentals only when achievement scores were analyzed.

Similar results were obtained in favor of the E conditions when task attention (observable behavior) was analyzed.

Of interest is the analysis of the EC classes. When the procedures were changed at midyear, the children continued to function adequately in achievement areas, and improved in task attention time with C conditions. Hewett comments on this:

> The engineered classroom design appears basically a launching technique for initiating learning with children who often fail to "get off the ground" in school. It does not appear to be essential in its present form for more than one semester with many children ... [p. 333].

The emphasis at this juncture is upon evaluating when it is necessary to change from behavior acquisition to behavior maintenance procedures. The timing involved in gradually removing tangible consequences and increased reliance upon social types of consequences is also involved in acquisition versus maintenance considerations. Even more crucial is the necessity of relying upon children's performance as the criterion for such decision making.

The experimental project phase of the book reports data to support the initial use of tangible and token consequences. It does not support the engineered classroom as being more effective than other intervention approaches. However, this does not seriously detract from the impact or the importance of the book for educators of emotionally disturbed children. Hewett has contributed a much needed dimension to planning educational intervention programs. He has reduced some of the semantic confusion which tends to function among adherents of different intervention approaches. This is not a simple task, as indicated by the inappropriate use of the terms "negative reinforcement [p. 30]." However, semantic interpretations will always be a problem of concern, and any reduction of their frequency is a major contribution. Hewett describes in a brief fashion the contributions and the deficiencies, as he views them, of the various approaches. More importantly, the book provides a consistent framework of practical procedures which teachers can use in classrooms for emotionally disturbed children.

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Mental Retardation: Its Social Context and Social Consequences. Bernard Farber. Boston: Houghton Mifflin, 1968. 287 pp. $5.50. Hardcover.

What the author has attempted in this book is a very broad and impressive task—to place mental retardation in a sociological framework and to examine, within this framework, historical developments and their influence, cultural and economic factors, and the current societal situation of retardation. With such a monumental task, it is not surprising that he does not succeed completely.

His first assumption is that

> the mentally retarded comprise a surplus population whose societal position varies with major value systems [pp. 8-9].

> A surplus population ... is that segment of the total population exceeding the number of individuals needed to fill the slots in a social organization.... The surplus population consists of various segments that lack certain social and technical characteristics considered desirable in these institutions [p. 19].

With this definition, Dr. Farber has examined the past and present situation of the mentally retarded, relating current procedures to sociologically derived attitudes and the structure of society. There is considerable em-

phasis on role definition, family backgrounds, labeling and its consequences, and the effects of the retarded child on family structure and functioning. He gives separate consideration to the differing family situations of the severely retarded and the educable retarded. The book provides extensive lists of references, many of which are annotated, and incorporates research findings from a very wide range of disciplines and differing theoretical formulations.

In some ways, however, despite the wealth of information and interpretation it contains, I would not want this book to be the first or only one placed in the hands of someone eager to learn about mental retardation, partly because it seems to me that, having adopted a framework, it is a temptation to the author to bend interpretations to fit that framework and, in the process, some important meanings may be lost or short circuited. While his approach serves to highlight one way of looking at and interpreting information about mental retardation, it is not the only way, and his conclusions with regard to future courses of action seem to me not unique to his adopted framework. For example, Dr. Farber says of the dilemma of modern society with regard to the mentally retarded:

> Many social conditions and genetic factors prevent the development of adequate intellectual functioning. Yet, to maximize efficiency, the organization of modern society demands a surplus population in order that its selection procedures may work. The techniques that modern society has developed for dealing with the mentally retarded have been insufficient—possibly because society is motivated to maintaining them as a surplus population [p. 263].

An equally possible reason is that some inherent limitations cannot be removed by any techniques that society has as yet developed or knows how to develop.

His four step discussion of programing has as its goal that "surplus populations should be integrated into the major institutions of society through amelioration, which would remove the diverse limitations on life chances simultaneously [p. 263]" and involves: effective use of resources, especially educational resources; restructuring of the family milieu (through adult education, counseling, etc.); revision of institutional arrangements (in the direction of community based centers); and change in the value system of the society to stress personal growth rather than institutional efficiency. My own feeling is that he is forcing the data to fit his theory, and that his book, although carefully documented and certainly thought provoking, falls short of successfully convincing the reader that the view of the mentally retarded as surplus population is the most constructive framework in which to study the multiple problems and ramifications of mental retardation.

The reader may find himself irritated sometimes by the format in which the author first introduces what he is going to say, then says it, and then summarizes what he has said. He will almost certainly appreciate the breadth of knowledge and information which the author brings to his work, and he will surely be grateful for the voluminous references and research summaries. He may feel, as I did, that the book is uneven in quality and, in the end, falls short of offering real solutions. Even so, if the reader works in the field of mental retardation, this book should be in his library.

Harriet E. Blodgett, Program Director, The Sheltering Arms, Minneapolis, Minnesota.

April 1969

Motoric Aids to Perceptual Training. Clara M. Chaney and Newell C. Kephart. Columbus, Ohio: Charles E. Merrill. 1968. 138 pp. $3.95. Clothbound.

The content of this book was originally presented at a workshop sponsored by the Division of Special Education of the Wisconsin State Department of Public Instruction. The material has been revised and augmented in the present publication. The book is directed to initial sequential development of basic generalized motor responses which contribute to skills in the perceptual and conceptual areas for training children who display learning disabilities. The writers indicate that emphasis is given upon early stages of development. The cover of the text states that the book is intended for use by parents and teachers.

Clara M. Chaney is Supervisor of Parent Training and Newell C. Kephart is Director of Glen Haven Achievement Center, Fort Collins, Colorado. The authors have organized the book in three sections. The first section presents the theoretical basis for motor development and perceptual training as well as behavior control. The second section deals with methods of observation of children and evaluative procedures. The third section offers

detailed descriptions of actual training activities and programs in such areas as (a) listening, (b) balance and posture, (c) body image, (d) differentiation and locomotion, (e) ocular motor coordination, and (f) speech readiness.

The initial section of the book reminds readers that motor learnings are the first learnings both embryologically and psychologically and that they become functional before the perceptual system is ready. Motor learnings play a major role in intellectual development, according to the authors. Areas discussed with regard to the motor system include: (a) development of "splinter skills," (b) motor generalization, (c) balance and posture, (d) locomotion, (e) contact, (f) "receit" and propulsion, (g) exploration, (h) body image, (i) laterality, (j) perceptual motor match, (k) cognition, and (l) developmental sequences. Consistency and continuity of presentation of information to the child is stressed in each of the above mentioned areas. As the sequences of development evolve for the child to move from systematic motor exploration through perceptual manipulation to cognitive operations, the reviewer noted frequent repetition in some areas. This may have been for emphasis. The authors stated that the chapter on behavior control in the first section of the book is intended as an introduction to needs and possibilities. The reviewer missed seeing in the bibliography the names of other specialists who also are nationally recognized for recent work in behavior control and motor development. This section contains helpful suggestions for all parents and teachers.

Section two includes examples of forms that can be used for observation of basic motor movements and visual motor movements. It is the reviewer's opinion that additional guidelines would be helpful for a parent or a teacher who plans to use these forms. Some of the activities are quite difficult to describe and observe, and inaccuracies are possible. The "guidelines for self-help and motor development" were adopted by the authors from Arnold Gesell, et al., *The First Five Years of Life* (New York: Harper and Row, 1940, pp. 65-107).

Section three is devoted to many activities recommended to develop essential skills for children with learning disabilities. Some of the sequences are in more detail than others. The listening skills activities are well developed. However, the reviewer believes sections of the chapters on "Basic Adjustments" and "Differentiation and Locomotion" could be improved by inclusion of certain safety precautions as well as by a reevaluation of some sequences. Also, it would be helpful if more complete activity instructions were provided, including both the frequency and duration that the activity is to be performed. For example, are situps to be done with bent or straight knees? When children are told to walk on their knees, what surface is recommended and for what distance? Sequences in the balance beam activities may need to be reviewed: Is it easier to walk backwards over a wand 12 inches high (Sequence #18) than walking sidewards on a beam (Sequence #26) or walking forward on a beam with arms clasped about body in rear (Sequence #38). Safety cautions would be helpful for children who are told to walk the beam stepping over a 15 inch high wand while walking backward and balancing an eraser on the head (Sequence #48) and also when walking with eyes closed forward, sideward, and backward (Sequences #58, 59, and 60). In the ankle and foot movement section, specialists agree that the two exercises considered "most helpful for the child whose feet turn in" and "ideal for feet that turn out" should be reversed.

In "Differentiation and Locomotion" a point is made to "organize a patterned approach in daily lesson plans in basic movements pertinent to his (the child's) problems, then introduce variations and encourage a greal deal of experimentation to elaborate these." These recommendations could serve as guidelines for establishing a program of activities in all areas of education.

Values of swimming pool activities are well stated in such remarks as "reduces the force of gravity, prevents child from injuring himself, and water offers resistance to movement." Inclusion of trampoline activities with necessary safety precautions also is a noteworthy addition to the book. Chapters on ocular motor coordination and speech readiness complete section three. An excellent glossary is included in this publication.

The reviewer believes the book will have somewhat limited use for classroom teachers because activities primarily are geared for a one to one relationship of teacher and child, which is difficult to implement with the responsibility for a whole classroom of pupils. Techniques for individualizing pupil or group activities within the class is a task yet to be accomplished.

Another need is to validate, by using a control group, statements made concerning the expressed benefits of specific motor and perceptual activities for children with learning disabilities. Also, there is need to actually field test recommended sequences of physical activities, etc. Many specialists in physical education have been guilty for some time of making recommendations without sufficient research.

Clara M. Chaney and Newell C. Kephart have made a valuable contribution to the professional literature with their well explained theories of motor and perceptual development and behavior control, as well as suggested activities. There are many new ideas in the book, and many suggestions worthy of repetition. The book meets a need in most training programs for children with learning disabilities for perceptual motor learning activities. It is helpful to hear from specialists who have had success with techniques recommended. Beginning teachers also will find many chapters of the book helpful. Parents especially will appreciate the practical suggestions and insights for helping their children with learning disabilities.

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May 1969

Progress in Learning Disabilities, Volume I. Helmer R. Myklebust (Editor). New York: Grune and Stratton, 1968. 273 pp. $12.50. Hardcover.

The specialized area of learning disabilities has recently emerged within a number of broader disciplines. The literature, too, is recent and often controversial. Scholars eagerly look to each new book, journal, and occasional article, only to be impressed with the multitude of hypotheses which have yet to be substantiated.

While the volume *Progress in Learning Disabilities* is a compilation of different authors, it does not leave the reader with quite the same feeling of confusion about points of view. Myklebust prepared the volume with one concept of learning disabilities and most (though not all) of the authors faithfully wrote from this concept. The concept places learning disabilities in a psychoneurological framework and the reported research (primarily done at Northwestern University) asks and answers questions regarding relationships between neurological and psychological functions in learning.

The first chapter on definition and overview of learning disabilities by Myklebust warrants careful reading and rereading before delving into the other chapters. In fact, each

concept presented by Myklebust could have been expanded into a separate chapter for better understanding. Two concepts particularly intrigued this reviewer: (a) the *Learning Quotient* (the ratio between achievement and expectancy ages) and (b) the consequent identification of children with neurogenic learning disorders. With the current controversy over prevalence, data from a large identification study mean a great deal to those who must justify the need for services for children with learning disabilities. On pages 8 and 9, these data indicate that 14.5 percent of their sample population ($N = 932$) had a Learning Quotient below 89, and 25 percent of these underachievers were classified as having a neurogenic type of learning disability. A minimum estimate of 4 percent, then, of third and fourth graders, appears to be a reasonable prevalence figure for use in planning services for children with learning disabilities of the neurogenic type.

Other contributors to the volume, in order of chapters, are D. Michael Vuckovich, Louise Bates Ames, Mary Griffin, Beale H. Ong, John R. Hughes, Laurence J. Lawson, Norman Geschwind, Harold J. McGrady, and Marianne Frostig.

The approach of the authors is admittedly multidisciplinary with much overlap among authors, demonstrating the convergence of several disciplines on the analysis of learning disabilities. Most of the overlap among authors is noted in describing procedures for the observation of deviations in normal development. The Gesell point of view and the McCarthy standards for language development appear in several chapters. Appraisal of central nervous system dysfunction based on developmental scales does not seem to fit comfortably into Myklebust's psychoneurological framework for the assessment of brain functioning. The developmental approach seems crude next to the more sophisticated techniques described in the chapters by Myklebust, Hughes (Chapter VI), and Lawson (Chapter VII). These were the chapters which were most interesting and enlightening to this reviewer and are most directly related to the thesis of the volume—the description of a new perspective in viewing aberrations in learning.

Hughes reviews the published reports of electroencephalography in various types of deficits. The chapter is technical, but the value is summarized by Hughes in his final paragraph:

> Perhaps the major value of this review will be to show that a relatively large number of correlations have been found between the results of electroencephalography and various psychological tests; encouragement, therefore, can be given investigators interested in pursuing studies in this general area. In the opinion of this writer, one of the main frontiers of EEG that warrants further, intensive investigation is the relationship between EEG and deficiencies in learning [p. 144].

"Ophthalmological Factors in Learning Disabilities" by Lawson is an excellently organized review of research findings regarding the role of ocular factors in reading retardation. This reviewer particularly enjoyed reading the section on the physiology of reading. The reader will be impressed with the complexity of the reading process and will undoubtedly have more appreciation for the teacher who must deal with children who do not develop the skill of reading normally.

Geschwind (Chapter VIII) and McGrady (Chapter IX) give historical sketches of language pathology. The complexity of language is evident through McGrady's writing, while Geschwind states the main neurological factor separating man from the nonhuman primates, namely, "the ability to form non-limbic intermodal associations."

Remediation, even in this book, as usual remains mainly the role of the educator (Frostig, Chapter X), except for some discussion in the chapters on "Developmental Point of View" (Ames) and "Opthalmological Factors" (Lawson). Medication is discussed by Ong (Chapter V) and briefly mentioned in the section on child psychiatry (Griffin, Chapter IV). Frostig's approaches to the education of children with learning disabilities are always worthy of note and highly readable.

Myklebust calls this volume "a current compilation of points of view and research findings especially as they relate to psychoneurological studies in childhood." As such, it is highly recommended by this reviewer. It is most useful for the advanced scholar, one who is already familiar with the large number of sources which are liberally used. Mere reference to a large number of sources without adequate expansion of the ideas tends to discourage scholarship on the part of the novice.

On the other hand, the authors do make an effort to include elementary material. The problem this engenders is that a review of research may lose readability when embedded in much pedantic material.

The reviewer cannot resist responding to two statements on the pediatrician. One concerns the assertation that the pediatrician is the one who should have primary responsibility for counseling the parents because he is the member of the team who is most familiar with the child and his family (p. 107). This is a statement which can be challenged by any other member of the team, who may be just as familiar with the family if not more so. No one professional today has the premium on information and its interpretation.

Second, where is substantiation for the statement that optimism should be offered the parents because "most of these children 'disappear' into society [p. 109]"? Isn't it rather the special attention, tutoring, medication, etc., which aid these children in whatever achievement they do acquire?

Corrine E. Kass, Associate Professor of Special Education, College of Education, University of Arizona, Tucson.

Teaching the Educable Mentally Retarded. Harold D. Love (Editor). Berkeley, Calif. McCutchan, 1968. 314 pp. Hardcover.

The book is made up of an overview of mental retardation followed by chapters on psychological evaluation, a historical survey, the work of early leaders, curriculum and methodology, parental attitudes, and the high school work study program. Five chapters were written by the editor, three by other authors. All of the contributors are described as having taught handicapped children and at times this comes through in practical suggestions, but much of the content is general, emphasizing the goals the teacher should help her pupils achieve, rather than the teacher behaviors that may help to assure these desirable ends.

No one would argue that the children called educable mentally retarded are educationally homogeneous. Still, if there is any educational reason for grouping them for instruction, any rationale for the preparation of teachers or the development of a special curriculum, there must be certain psychoeducational characteristics found among them with at least greater frequency than would be expected among the intellectually average. Such characteristics, be they concomitants or consequences of retardation, are not discussed directly in this book on teaching the retarded; there is no clear description of the special characteristics of the children for whom special educational treatment is being prescribed. Since the unarguable statement is made that there is no one right teaching method for them, the authors would seem obligated to discuss the bases on which decisions may be made for the individual child. The absence of discussion of characteristics pertinent to learning carries over into the chapter on psychological evaluation, which offers very brief descriptions of many tests but little information on the interpretation of test results as applied to the retarded or on the translation of test results into educational planning.

The book suffers, for the reviewer, from a lack of organization. The same information is encountered at least twice on a number of topics: a description of the work of Itard, Seguin, and Montessori follows a historical survey which has already noted their contributions; two successive chapters on curriculum fail to build on each other, but appear to be two completely separate treatments of one topic, although the second does enter into methodology in addition to curriculum.

Chapter VI on curriculum and methodology contains some of the most useful material for teachers. Some sound observations on curriculum are followed by a checklist of skills in seven life areas. The checklist will suggest activities which can be used both to develop the skills and to encourage their transfer to life situations. The sections devoted to methodology in the academic areas are very brief, with the exception of that on writing, which has more information than is usually found in that neglected area and suggests a plan for the sequential development of beginning writing skills. The educational objectives listed as "Outcomes Charts" in Chapter

V, also devoted to curriculum, can be equally useful to the teacher, but she will have to make her own integration of these, which are divided by academic area and age level, with the life areas checklist, which is organized according to skills.

The chapter on parental attitudes surveys the expressions of a large number of writers on this topic and on the attitudes of teachers and of the public in general toward handicapped individuals. Not surprisingly, a high degree of rejection has been found in all sectors. The addition of material concerning guidance on the use of this information in dealing with parents or attempting to shape public opinion would have made this review of the literature more immediately applicable, but it still points up the distance yet to be traveled in the attempt to ease the problems of parents and win greater acceptance for the retarded individual.

The final chapter on the high school work study program focuses on the work aspect. Various problems are discussed that must be met by the personnel responsible for the program, and some helpful suggestions are offered for attacking them through school or community action. The Texas program of cooperation between the schools and the Division of Vocational Rehabilitation is described, although the reader should be alerted to the fact that such cooperative programs are no longer confined to Texas. Relatively little direction is given for the integration of the "study" with the "work" aspect of the program. Emphasis of one aspect to the devaluation of the other, or the gradual development of two separate, competing programs has been a continuing problem in many districts.

The preface states that one intended use of this book is as a source book, but the marked lack of editing with frequent errors in the citation of references limits its usefulness in this respect. As a further complication, all too many references are to secondary sources which may allude to the study or opinion in only a sentence or two, making no in-context evaluation possible. Certain reprints lack any reference indicating where they were originally published.

In summary, it is good to see practical classroom experience recognized as a plus factor in the writing of a book on teaching, but there is wide variation in the degree to which the several contributors have presented practical help for teachers.

Laura Jordan, Associate Professor, Department of Special Education, University of Illinois, Urbana.

Summer 1969

Diagnostic Teaching. Marshall B. Rosenberg. Seattle, Washington: Special Child Publications, 1968. 125 pp. Paperback.

Within the 125 pages of this paperback book, Rosenberg has addressed himself to "the greatest need that teachers have, namely the ability to assess the child's 'powers at the moment' and the ability to adjust the curriculum to 'harmonize' with these 'powers at the moment'."

He has approached his topic from three points of view, addressing himself first to individual differences in learning styles and skills in children, then to teacher involvement in the assessment of these differences, and, finally, to ways in which the curriculum can be matched to the learning style of the child.

In selecting the specific learning skills to be covered, the author has selected those skills which he feels are most important in predicting academic achievement:

1. Attention skills
2. Motor skills
3. Visual receptive skills
4. Auditory receptive skills
5. Conceptual skills
6. Automatic skills

The obvious omission of the important area of encoding or expressive language is tempered somewhat by the inclusion of some aspects of verbal language in the area of automatic skills. However, the emerging focus on encoding deficits in children with specific learning disabilities would argue for more emphasis than has been given by the author.

To these areas of learning skills the author has added the concept of learning styles, a dimension of the teaching-learning process too often disregarded. Chapters have been devoted to four learning styles:

1. The rigid-inhibited style
2. The undisciplined style
3. The acceptance-anxious style
4. The creative style

In building a theoretical framework for assessing a child's approach to learning, the author has made a needed contribution to observation and diagnosis. His emphasis on the role of the teacher in the diagnostic process is one which is enthusiastically shared by the reviewer. The classroom observations characteristic of deficits in each of the skill areas will undoubtedly help teachers toward a constructive approach to diagnostic teaching.

It has become evident that the essence of clinical or diagnostic teaching involves a precise match between the specific psychological deficits in the learning processes of the child and the educational task selected to remediate the deficit. This type of matching requires a teacher who is sensitive to the learning patterns of children, as well as knowledgeable about the tasks which are being presented. In *Diagnostic Teaching* the author has emphasized the learner in a meaningful way, but has assumed adequate training and knowledge in task analysis on the part of the teacher. This would seem to be a faulty assumption, since too many teachers do not have adequate preparation in the area of curriculum development to enable them to "develop instructional goals or ... to break the subject matter down into its component parts." Too few teachers are able to analyze the content of the curriculum and present it in a step by step manner. As important as the diagnosis of the child's specific skills and learning styles may be, the ultimate in the individualization of instruction demands that the teacher be able to structure and restructure the material to be learned.

Diagnostic Teaching is recommended for regular classroom teachers, for teachers of children with learning disabilities, for learning centers, and for consultants who are primarily concerned with individualized instruction. It is a practical, theoretically sound, easy to read handbook for teachers.

Jeanne McRae McCarthy, Director of Special Services, Schaumburg Community Consolidated School District Number 54, Hoffmann Estates, Illinois.

The Blind Child with Concomitant Disabilities. Research Series Number 16. James M. Wolf. New York: American Foundation for the Blind, 1967. 112 pp. $1.00. Paperback.

The Blind Child with Concomitant Disabilities, originally a doctoral dissertation, was published in 1967 as Monograph Number 16 in the Research Series of the American Foundation for the Blind (AFB). The Foundation has sought to publicize the problems entailed by ever increasing numbers of children who are blind and have additional handicaps and to encourage efforts to find solutions for those problems. The present monograph joins "No Place to Go," "No Time to Lose," and other AFB publications in calling attention to the serious problem posed by children with multiple handicaps.

The purposes of the study *The Blind Child with Concomitant Disabilities* were to determine, by questionnaire survey, (a) the number of children in residential schools for the visually handicapped who were also mentally retarded, and (b) the extent and nature of educational services provided. Questionnaires were sent to the heads of 48 residential schools for the blind and also to teachers in those schools who taught special classes for children who were visually handicapped and mentally retarded. All the school heads (48) and 53 or 56 percent of the 94 teachers polled in the same residential schools responded.

In terms of the purposes of the study, the investigator found:

1. According to IQ scores, 25 percent of 4711 visually impaired children were mentally retarded (varying definitions were used).
2. Forty-one or 85 percent of the schools polled accepted mentally retarded children; 7 schools did not accept these children.

Among the other principal results of the study were the following:

- There were increases over the previous 5 years in the number of residential schools accepting mentally retarded blind children and in the incidence of such children in those schools.
- More than two-thirds of the schools reporting conducted special classes, and mental retardation rather than blindness was considered the primary disability. However, the classes were in reality classes for the multiply disabled since the children enrolled had an average of 3.2 disabilities (presumptive diagnoses).
- An average of 35.2 percent of the children in special classes had two disabilities, 31.6 percent had three disabilities, 20.4 percent had four disabilities, and 6.8 percent had five disabilities. Personality and speech defects were the most frequently occurring concomitant disabilities.
- Partially seeing children, more frequently than blind children, were found to have concomitant disabilities, and the children had been diagnosed as retarded in a variety of ways, although educators reported reservations about classifying children as mentally retarded.
- Curriculums for mentally retarded blind children were drawn from content in mental retardation and blindness but educational objectives for the programs were not clearly defined.

The study also provided information on teacher experience and qualifications, use of teacher aides, evaluation procedures, organization for instruction and a number of other matters.

The reader will find cause for satisfaction in the progress being made in residential provisions and the complementary interpretations and presentation of the data. However, the study is not free of the kind of flaws that plague questionnaire studies, and the findings must be interpreted with this caveat in mind. Following are some examples that give cause for some concern. Although the study is a survey of 48 of the approximately 60 residential facilities for children with visual handicaps, the average number of respondents represented in 15 tables of data was 37.3. For example, *N* is 32 in the table concerned with Definitior of Mental Retardation Used in Residential Schools; *N* is 37 in the table concerning Reasons for Not Admitting Blind Children to Residential School Programs; and *N* is 35 in the table on Prevalence of Mental Retardation Among Children in Residential Schools.

Without information about the representativeness of the respondents, it is difficult to assess the confidence that can be placed in the data. Perhaps of greater concern are statements like these:

> The data related to the number of additional disabilities among mentally retarded blind children were obtained from presumptive diagnoses made by special class teachers. In some cases the reports were actually based upon confirmed diagnoses found in school, medical and psychological records. In other cases, the presumptive diagnoses were determined by teacher observation and judgment. Special class teachers can be expected to demonstrate competencies in recognizing disabilities. The average special class teacher was a college graduate with certification in elementary education; approximately two-thirds of these had had course work in special education and practical experience in teaching mentally retarded blind children. Because of this training and experience they are a source of valuable information concerning children's morbidity. Research is needed to test the validity of presumptive diagnoses made by special class teachers [p. 55].

The problem suggested here may be exacerbated by these additional facts:

> Personality defects and speech defects were the most frequently occurring concomitant conditions. Special class teachers reported that 30 percent of the children showed gross devi-

ation in behavior and/or social relationships [pp. 54-55].

A high tolerance for limited educational progress was the reason checked by administrators most often for assigning teachers to special classes for mentally retarded blind children [p. 49].

For this reviewer, among the most optimistic notes in the study are statements on the future role of residential schools. Three such statements seem worth quoting in full.

Fifty-eight percent of the residential schools reported that they planned to modify their program in the foreseeable future to provide services for mentally retarded blind children.

Eighty percent of the chief administrators agreed with authorities who recommend that residential schools should alter their programs and provide more specialized services for multiply disabled children.

Forty-six percent of the administrators reported that providing services for the multiply disabled blind child will become the major role of the residential school [p. 52].

If the study does no more than contributing to making these three statements become self fulfilling prophecies, it will have been eminently worthwhile.

Another value of the monograph lies in the summary and discussion which pertain less directly than tangentially to the data of the study. The following quotation is illustrative.

Little purpose is served by attempting to determine which is the major, or primary, disability. The concern might better be directed to determining which conditions are reversible and which are irreversible (36, 37, 38). With certain disabilities this is a medical decision. Once the issue of reversibility and irreversibility is resolved, it is possible to formulate an educational prescription for each child.

Unfortunately, the study data provide little assistance in taking the indicated direction. That must be done through a quite different type of research.

Samuel Ashcroft, Chairman, Department of Special Education, George Peabody College for Teachers, Nashville, Tennessee.

Language and Learning Disorders of the Pre-Academic Child, with Curriculum Guide. Tina E. Bangs. New York: Appelton-Century-Crofts, 1968. 408 pp. $6.50. Hardcover.

Many children with unrecognized or untreated language deficiencies are destined to join the ranks of school failures or academic underachievers. In this book Dr. Bangs successfully approaches this problem diagnostically and educationally at the level which has been unfortunately most slighted in the past—the preschool years from birth to age 6. Presented are specific and practical ideas, methodologies, and techniques which can be used by the increasing numbers of educators and clinicians being called upon to help in the identification, assessment, and training of preschool children with language and/or learning deficits.

Teaching principles and techniques are organized into levels of development within a comprehensive Curriculum Guide. Beginning with suggestions applicable for classroom activities, appropriate vocabulary and home training hints with children who are under 3 years of age, subsequent sections in this book outline teaching units for children up to the level of beginning academic work (presumably first grade). It would be erroneous to describe the carefully outlined suggestions as having been organized according to chronological age. The intent is clearly to develop suggestions which become increasingly more complex progressing through successive normal developmental levels; the chronological age of the child is not critical.

Each level is prefaced by child growth and developmental data which provide background information regarding performance expectations according to norms compiled from various diverse sources. Subsequent sections organize techniques for teaching into the following categories:

Comprehension of Oral Language
- Recognition of Objects
- Recognition of Pictures
- Categorizing
- Spatial Orientation

Expression of Oral Language
- Naming and Defining
- Categorizing

Number Concepts
Spatial and Temporal Relationships
Sentence Building

Avenues of Learning
Memory (Short Term)
Visual-Perceptual Motor
Social Maturity

Pre-Academic Subjects
Likenesses and Differences
Phonics Training
Writing
Numbers

Suggestions are made for outlining an entire year long program. Specific techniques for developing language skills at holiday seasons, for birthday occasions, and for each month of the academic year are proposed. Sample lesson plans are included which organize activities around units for learning, for example, clothing, the home, pets, the playground, etc. Possibly the most helpful are the sections which list home training hints for parents correlated with suggestions for classroom activities. The curriculum was developed and tested by trial at the Houston Speech and Hearing Center. Its ideas are applicable to children with various types of disorders of communication and will be useful to speech pathologists, speech clinicians, and teachers of the deaf and hard of hearing. However, it should be stressed that the entire Curriculum Guide section of this book will prove useful for teachers/therapists representing many disciplines. Head Start and day care center personnel will find these suggestions invaluable as will nursery school teachers and child development specialists. The guide is multidimensional and is designed in such a manner as to provide assistance to the teacher in her efforts to develop preacademic skills in any group of children.

Psychological examiners and diagnostic teachers (which hopefully includes *all* teachers of *all* children) will be particularly interested in the techniques of assessment and reporting which have been developed by Dr. Bangs. Certain cautions apply whenever normative data are employed in developing a profile of an individual child and these apply to the section of this book as they do to all such attempts. Particular scores and patterns of scores, once put on paper, often seem to gain a degree of authority out of proportion to their actual statistical or theoretical value. A reminder to the reader (especially the inexperienced one) to treat test scores and norms as no more than useful intangibles is appropriate.

Many techniques are available to the clinician for testing, assessing, and even profiling individual children. However, as pointed out by White and Charry (*School Disorder, Intelligence and Social Class;* New York: Teachers College Press, 1966), few, if any, recommendations follow which incorporate ideas to aid the teacher in handling the pupil in the classroom. In *Language and Learning Disorders of the Pre-Academic Child* Dr. Bangs has bridged the gap by clearly outlining ideas for the teacher so she will know how to help the child with a specific disability which has been reflected by a diagnostic analysis. Further, the description of test items allows the person involved with the child to test and then teach, not in order to help the child pass the test items but so that help can be provided to improve the child's performance in the area of disability.

Sections of the book which describe the need and methods for communication with parents so they will better understand the specific differences of their child are excellent. Included is a form which presents a language and learning profile which can be used to help explain assessment results and patterns of growth through training.

The Appendix contains many forms and examples of reports which could prove useful in establishing or improving programs of service for young children in clinical or educational systems. Suggestions are given relative to parent teacher conferences and to programs for hearing impaired children.

Perhaps because the area covered in this book is so extensive there is a tendency at times for the reader to wish that more time could have been spent in a smoother and more comprehensive exposition in the initial chapters. However, the accomplishment and value of having all these very practical suggestions and guidelines assembled under one cover are of paramount importance and make this a

book that should be owned and used by anyone interested in preacademic child development.

Vilma T. Falck, Associate Professor, Center for Disorders of Communication, University of Vermont, Burlington.

Creativity. A. J. Cropley. New York: Humanities Press, 1968. 121 pp. $2.25. Paperback.

At a time when so much is being written on the subject of creativity, the reader is justifiably perplexed at knowing how to select from the literature available that which will provide him with information which will be helpful. Proper selection is necessary if for no other reason than time limitations which would preclude one's reading everything being written today, even if he had the persistence and the background to do so.

Fortunately, however, there are a few sources to which the teacher and school administrator may turn to obtain a better understanding and appreciation of the subject, without having to become a specialist in the field. The book, *Creativity*, by A. J. Cropley is one such source.

Written in a highly readable style, Cropley's new book is that unusual combination of research supported statements and a projection of the personality of the author into what is being said. This is a successful book in the sense that it succeeds admirably in the task it sets out to perform. The reviewer has no intention of being negative toward a book such as this one, but if he were to search out some point for criticism it would be that there is a tendency to read the book too lightly, to enjoy rather than to learn. Perhaps the only sensible procedure would be to plan from the outset to reread the book.

Cropley's paperback book is very brief, containing only a little over 100 pages. But the briefness should not be interpreted to imply that the subject is treated too lightly, for this is not the case. The six chapters contain titles such as "What Kind of People Are Creative Thinkers," "Parental Training and Creativity," and "Teaching to Foster Creativity." Unlike most Appendixes, the two in this book are valuable additions. Appendix B, which deals with creativity tests, is especially valuable.

The reviewer highly recommends this book to teachers and administrators, as well as to parents. It is a highly readable, nontechnical presentation of the field of creativity by an author who is obviously sensitive to the needs of children.

Walter B. Barbe, Editor, Highlights for Children, *Honesdale, Pennsylvania.*

VOLUME 36 September 1979

Films

A Foreword from the Reviewer

Last spring the CEC publications committee asked me to help initiate an audiovisual review section for *Exceptional Children.* I was happy to lend my assistance because I believe films have firmly established themselves as a unique medium of communication, and audiotapes will soon do likewise. The mechanical requirements for including reviews in the current issue dictated that copy be submitted in June. Requests were sent to several prospective sources, but simple logistics, prior demands, and the usual end of year rush precluded a broad response. The consequence was the selection of items readily available to the reviewers, and this led to a concentration of West Coast material.

Readers who have prepared material they believe suitable for review are encouraged to send it directly to the reviewer. If an item is being recommended from another source, the letter should include the name of the current distributor and his complete address as well as the title. At the present time our working guidelines are very brief: material should be (a) 8mm, super 8, or 16mm film or 1/4 inch magnetic tape, designed for the training of professional educators; (b) have some relevan-

cy to special education; and (c) have been released since June 1968.

Don Mahler, Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California 95221.

Can I Come Back Tomorrow? 16mm, color, approximately 35 minutes. Presented by the Learning and Behavior Problems Project, California State College at Los Angeles. 1968.

The narrator of this film states that it is designed to illustrate a belief that groups of even 10 to 12 very active young children with learning and behavior problems can be successfully taught and controlled from the first day of a new school experience. This objective is sought through two segments, almost films within a film, showing how two teachers handle opening days.

In the first class, the viewer sees pupils entering the room, taking their places, and attempting to follow directions, and the teacher explaining that those who follow directions will receive checkmarks which can be traded in daily. Two children highlight examples of typical learning and behavior problems and strategies employed for control. The second class, in Escalon School, follows much the same sequence as the first segment in terms of greeting the class, taking seats, examples of teacher-pupil behavior, and the like. Both groups also include brief examples of physical activities outside of the actual classrooms.

At first glance, this film might be interpreted to "sell" the message of behavioral modification since one teacher seems to rely heavily on checkmarks and the other on chips as a method of reward and a medium of exchange. That this is not the case is stated at the very beginning but may easily be overlooked or forgotten as the "action" begins. While these techniques are certainly used, they appear to be meant as tools rather than as ends in themselves and this point is specifically emphasized in the first segment when the narrator comments that "the association of satisfaction with school programs will reduce the need for immediate rewards." The question of the use of candy likewise is dealt with very effectively in the statement "... in the beginning, there is no joy in academic effort for failing children." In short, the film has a point of view and proceeds to demonstrate how similar techniques employed by two teachers in very different manners can establish favorable learning climates from the beginning.

A second aspect of the film which is likely to generate questions is the physical aspect of the rooms. To those viewers who have been taught the need for reduced visual distractions, both rooms will appear excessively stimulating. No real attempt is made to explain the "action" except by inference. The reviewer assumes that the producer director did not feel this was a significant variable in seeking the desired objective.

In some ways the techniques look easy, and one may be tempted to observe that this is because the teachers are skilled and because pupils are on their best behavior the first day. Undoubtedly both of these are true, but another factor also contributed to the success story—one which was stated but perhaps not emphasized enough. This is the substantial amount of preplanning that went into ensuring that the first day would be a success, including individualized work folders from the start.

Can I Come Back Tomorrow? cannot be absorbed in one sitting; it deserves at least two or three viewings. One of the reasons is that the narration must be listened to very carefully to understand the author's point of view and tends to be lost in the visual activity upon initial viewing. A second reason is that the film is capable of raising many questions—about techniques, about organization, and about basic assumptions. And perhaps this is where the film offers its greatest potential, a catalytic agent for stimulating small group discussions.

The technical quality of the photography is variable but in only one instance does it distract the viewer. In general, both sound and sight combine to generate the "feel" of live classrooms.

Perc! Pop! Sprinkle! 16 mm, color, approximately 12 minutes. Martin Moyer Productions, 900 Federal Avenue East, Seattle, Washington 98102. 1969.

The subtitle of this film is *Interpreting Perceptual Movements* and it attempts to accomplish this task in a very clever way, in the positive sense of the word. A series of mechanical devices commonly found in the home, such as a pop up toaster, a sprinkler, and a clothes washer, are used to illustrate different

kinds of movements. Middle grade elementary school age pupils then demonstrate interpretations of the various movements using whole-body activities.

The film is designed for viewing by pupils themselves and the illustrations, pacing, and narration are well matched to the intended audience. While the reviewer did not show it to pupils, it was shown to teachers with very favorable comments. As may be gathered, this is not a teacher education film or even a special education film so would not ordinarily be reviewed here, but it is included for three reasons: (a) the concepts and illustrations are applicable to certain areas of special education such as the educable mentally retarded and the neurologically handicapped, (b) it serves as a reminder that the term "perceptual" is not the exclusive property of special education, and (c) it demonstrates how effective teaching may be accomplished without sophisticated materials. The narrator states that the film is designed to increase "perception of things around you" and the many ways the body is capable of moving. With a little imagination by teachers and pupils, it should serve as a springboard for just that.

Technical quality is excellent, both visual and audio. The picture carries the message with a minimum of props while the narration and music are effective in their support.

Classification and **Conservation.** 16 mm, color, 17 and 28 min. respectively. Davidson Films, 1757 Union Street, San Francisco, California 94123. 1968.

These two films have been developed to illustrate major aspects of the developmental theories of the Swiss psychologist, Jean Piaget. The method used is a series of scenes of individual children responding to specialized tasks as developed by Piaget and Inhelder. Sequences include children of the ages normally found in kindergarten thru grade six (the films were taken in an elementary school).

The *Classification* film depicts children responding to tasks requiring different mental operations such as multiple classification and class inclusion. In *Conservation* the characteristics of thought from preoperational to concrete to formal operation are demonstrated in tasks concerned with problems of length, quantity, area, and volume.

Jean Piaget's work has experienced a great growth in interest during the last few years and his name is certain to arise in any current discussion of learning and teaching, particularly for young children (and increasingly so as a basis for planning instruction for the handicapped). Yet despite the frequency with which his name is invoked to defend a position, surprisingly little agreement is found in response to the question "can you explain what Piaget means?" Given the assumption that the capacity to explain is based upon a modicum of understanding, it would appear that Piaget could benefit from additional attempts at explanation. Some excellent drawings have been produced in the past to help illustrate some of the concepts, and the preparation of films is a logical next step.

How well these two films succeed in meeting their self selected objectives is not easily answered because they contain elements of both success and failure. As demonstrations of test interviews, the material is excellent and readily helps to clarify some difficult concepts. And the statement regarding justification—the explanation to a child for the reason for his action—is one which all of us need to remember should be a part of any careful evaluation. It is in the areas of preamble and exposition that the films are somewhat weak. This, of course, is a dilemma with all films—how much to include and how much to cut and still meet the objective—and it is especially difficult with a topic of this sort.

For psychologists, child development specialists, and curriculum specialists who already have a basic working knowledge of Piaget, the two films probably will prove useful and informative. For those less well informed, an additional 2 or 3 minutes of preparatory material on the films would be very valuable and prior study and/or discussion would seem essential. One obvious question the films raise for special education is, How can the developmental level tests contribute to a better identification of pupils with special needs and concomitant educational programs?

The overall technical quality of the films is

more than acceptable. The two coauthors, Dr. Karplus and Dr. Stendler, take turns working with the pupils and providing the narration; the reviewer feels the narration would have been improved if a third voice had been used. The sound track also contains obvious sounds from the playground in a few instances but this does not detract seriously from the major focus of attention.

Books

Science for Deaf Children. Allan Leitman. Washington, D. C.: Alexander Graham Bell Association for the Deaf, 1968. 89 pp. (Appendices) $3.50. Paperback.

The author's close association with the Elementary Science Study (ESS) project at the Educational Development Center in Newton, Massachusetts, and his classroom experiences with deaf children place him in a unique position to make a significant contribution to the Lexington School Education Series. Dr. Leitman outlines his philosophy and makes suggestions for its implementation in this short but cogent treatise on the teaching of science to deaf children.

Current thought in science teaching places heavy emphasis on learning through direct sense experience and in problem solving. The setting in which deaf children, or any other children for that matter, may best become active learners is one where there is an abundance of meaningful "raw material" for observation, discovery, and experimentation, where the atmosphere is relaxed and flexible, and where curiosity is nurtured and thinking is encouraged. Dr. Leitman describes a "workshop classroom" which is conducive to keeping children involved in their own education.

The author recommends that individualized language study be made an integral part of all science teaching. He suggests that deaf children be exposed first to experiences and then to the vocabulary and language appropriate to the unit of study as well as to the level of each child's capacity. Science offers extensive opportunities to help children develop ability to deal verbally with the abstract as well as the concrete.

The science program is described in four chapters each devoted to a specific age level: Preschool (ages 3-6), Primary (ages 6-9), Intermediate (ages 9-12), and Advanced (ages 12-16 or 17). The units of study are selected largely from those developed in the ESS program though the author makes it clear that he does not consider them definitive but rather suggestive.

In today's fast moving world, changes in the science curriculum will continue to reflect man's increased knowledge of himself and his environment. Any number of developing curricula are presently available to the inquiring teacher. The bibliography included in the book should serve as a guide to a search for new ideas in teaching science to deaf children.

In the five appendices following the text, two contain directions for constructing science equipment and three are actual pupil reports of science units completed under the author's direction. Teachers will find these reports of great interest for they exemplify and objectify the philosophy stated in the text.

Teachers of the deaf and especially those without a strong science background, should find this book very helpful. It is concise and clearly written, and should serve as a stimulating introduction to further study in the teaching of science to deaf children. The book does not contain an index but its table of contents helps the reader to relocate rather easily any information he wishes to retrieve.

Alice Streng, Professor, Education of the Deaf, School of Education, University of Wisconsin–Milwaukee.

Your Nonlearning Child: His World of Upside-Down. Bert Kruger Smith. Boston: Beacon Press, 1968. 175 pp. $4.95. Hardcover.

The nonlearning child is discussed by the author in terms of the child's view of himself, the parent's and teacher's view of him, the types of assistance which can be provided him, and the extent of community responsibility for his growth. A disability in learning is acknowledged as frustrating to the child, aggravating to the teacher, and guilt producing to the parent. Most unfortunately, a learning disability prevents the child from developing facility in the many forms of communication necessary with parents, with the verbal oriented tasks at school, and with peers in social interaction.

The author views the child with learning disability as lacking skills in perception and language due to one or a combination of causes based on physical or environmental etiology. Regardless of etiology, however, this child is experiencing failure too frequently for any kind of effective growth. Through continual emphasis and many examples, the author leads the reader away from the "label" of the disability to the types of problems the child is showing.

Parents are advised to view the child first as a child with human needs and then as a child with a disability which often acts to obscure the human needs. Teachers are urged to build on the child's strengths while at the same time strengthening his weak areas. Drawing from Strother's description, the author directs the teacher to establish a systematic environment, which includes systematic expectations for the child with learning disabilities.

When the disability of the child or the concern of the parent becomes too great for the school to manage, the author recommends that the family be directed to outside help. As examples, a description is provided of four treatment centers, two nonresidential and two total care centers, which focus on facilitating growth in learning and language. The large responsibility for the management, amelioration, and prevention of specific learning disabilities is directed toward community action through legislation, research, information, and activities.

Although the book is brief and may provide examples too numerous without a hard driven point, it is another book which provides solace to parents and possibly to teachers, not because it provides definitive answers to their problems but because the book speaks to them in the language of the problems they face—a technique which may facilitate a realistic evaluation of their plight. Unfortunately, however, the author adds to the millions of words on exceptional children without adding any new information.

Norris G. Haring, Director, Experimental Education Unit, University of Washington, Seattle.

October 1969

Films

Reading Disabilities: Historical Perspectives, Diagnosis, and Treatment. Magnetic tape, approximately 90 minutes. Carl L. Kline, Clinical Assistant Professor of Psychiatry, University of British Columbia, P.O. Box 6385, Postal Station G, Vancouver 8, British Columbia, Canada. 1969 ($10.00)

This tape is just what it claims to be: history, diagnosis, and treatment, presented in that order.

The historical portion explains how physicians have come to be interested in the problem of dyslexia and discusses the development of the interest in four areas: optometry, neurology, psychiatry, and pediatrics. The historical treatment is rapid but very comprehensive, going back to Hinselwood and Samuel T. Orton. The narrator comments that in current use the term has lost much of its specificity and offers the classification of three types of reading retardation as established by Rabinouitch: (a) secondary reading retardation, due to external causes, (b) reading retardation with brain injury, and (c) primary reading retardation due to a disturbed pattern of neurological organization without clear brain damage. The latter two, of course, fall into the more narrow definition of dyslexia which are further defined as being primarily auditory or visual dyslexia.

In the section on diagnosis, Dr. Kline warns of the dangers of "buck passing" and the "demolition squad" approach to evaluation. He also recounts the usual examples of misdiagnosis and treatment as mentally retarded, autistic, and schizophrenic. Considerable attention is given to specific tests and evaluation devices, with the added emphasis that a complete evaluation includes telling the pupil the findings and discussing their implications.

The treatment section is an endorsement of the Gillingham method and is presented by both the primary narrator and a teacher specialist. By reference, behavior modification techniques are given a negative evaluation while the practice of severely reducing visual stimulation is recommended. The coverage of the typical Gillingham approach is very thorough, yet the reviewer felt this was the weakest part of the tape because the presentation did not seem to acknowledge the existence of other approaches and room environments which also may be effective. Accompanying the tape is a very fine, detailed guide for teacher use, emphasizing the Gillingham phonic approach to remediation.

This is a well done "basic" tape on dyslexia and should be of continuing value to preservice and inservice programs for teachers, school psychologists, and other school personnel, including teacher trainers.

Painting Is Loving. 16mm, color, 21 minutes. Heritage Films, 6331 Weidlake Drive, Hollywood, California.

Painting Is Loving is visually and aurally a very attractive film, with beautiful colors and excellent narration and music. Technically it displays professionalism of a high order from start to finish.

It is in the areas of content and impact that an evaluation becomes more difficult. The film depicts trainable mentally retarded children in the process of art production in a special class in Los Angeles and to a certain extent much of it is illustrated narration. Yet the illustrations shown and the sometimes lingering views of the pupils carry a message of their own. The major emphasis is upon the utilization of art as a valuable method of improving the self images of participants (and consequent behavior and happiness). Reportedly, the film was stimulated by a public exhibit of children's art and appears to reflect the considerable feeling generated among those responsible for its production.

For those special educators accustomed to a "how to do it" presentation of techniques, this film may be less than expected. However, it does serve to remind the viewer that handicapped pupils have the same needs as everyone else and that art is an effective tool for meeting these needs.

Films reviewed by Don Mahler, chairman, Division of Education and Psychology, Humboldt State College, Arcata, California 95221

Books

Disadvantaged Child Head Start and Early Intervention, Volume II. Jerome Hellmuth (Editor). New York: Brunner/Mazel, 1968. 621 pp. $11.50. Hardcover.

This publication is especially valuable in view of the findings of the recent Westinghouse study which convey the idea that Head Start programs have generally been failures. The contents of this second volume of the *Disadvantaged Child* should help the reader gain more insight into the problems involved in evaluating educational programs of the magnitude and diversity of Head Start. A greater understanding of and appreciation for the concerted efforts necessary to launch Head Start programs as well as the problems mitigating against the success of such programs, especially in large cities, should result from reading a number of these chapters. Selected intervention programs that have been successful point up the fact that some Head Start like programs have achieved realistic goals for disadvantaged children and their families.

The importance of training personnel to work with young disadvantaged children, the cognizance that activities in preschool programs for the disadvantaged require a more logical structure than that characteristic of many Head Start classes, the greater emphasis on fostering the development of cognition skills, and the importance of language development are some of the critical aspects of educating the disadvantaged child emphasized in this volume.

The introduction to the volume written by Edmund W. Gordon is particularly noteworthy. In only 7 pages Dr. Gordon gives an excellent overview of the state of affairs relative to early education of the disadvantaged. It will likely come as a shock to some that Dr. Gordon feels that Head Start may have a greater impact on educators and policy makers than on culturally disadvantaged children and their families. In his discussion of the contents of this book, Dr. Gordon organizes his comments under what he considers the five key issues in this volume: (a) the relevance of genetic and environmental theories for educational practice, (b) the function of assessment in education, (c) the relation of health and nutritional status to development and learning, (d) the ecology of language development and reading proficiency, and (e) the problems of evaluating massive innovations in education. In the opinion of the reviewer, the volume itself was not well organized and organizing the chapters under the issues delineated by Dr. Gordon or by some other logical system would have greatly improved the volume.

Although the editor is generally to be commended for the compilation of material written by some of the most outstanding experts in the field, the quality varies considerably. Among the 20 chapters the following six are judged by the reviewer to be exceptionally worth reading: Arthur R. Jensen's article, "The Culturally Disadvantaged and the Heredity-Environment Uncertainty," appears first in the volume. He makes many of the same points in this article as he did in his recent publication in the *Harvard Review* which evoked so much discussion. A most interesting

account of an intervention is that written by John H. Meier, Glen Nemnicht, and Oralie McAfee, "An Autotelic Responsive Environment Nursery School for Deprived Children." Another interesting innovative program, "Preschool Intervention Through a Home Teaching Program," is discussed by David P. Weikart and Dolores Z. Lambie. One of the very best contributions is that of Courtney B. Cazden, "Subcultural Differences in Child Language: An Inter-Disciplinary Review." In this paper she attempts to answer the question, "In what way is the language used by children in various subcultural groups simply different and to what extent can the language of any group be considered deficient by some criteria?" She ably reviews a large body of literature bearing on this particular question. Still two other chapters which merit mentioning are those by Eveline Omwake who discusses the measurable and immeasurable aspects of Head Start and by Herbert Zimiles who discusses analysis of current issues in the evaluation of educational programs.

In the appendix there are three bibliographies. One is a complete bibliography from ERIC Information Retrieval Center on the Disadvantaged, Yeshiva University, and the second is a selected bibliography on preschool education from Ferkauf Graduate School, Yeshiva University. The third is a bibliography on preschool and early childhood education from the National Laboratory on Early Childhood Education, ERIC Clearinghouse, University of Illinois, Urbana. These bibliographies should prove useful to graduate students or professional persons seeking relatively up to date information on early education of preschool children.

While this book is more costly than some and while all articles do not make an equal contribution, the information provided and the issues raised in the various chapters should provoke thinking and discussion and encourage those committed to the education of the disadvantaged to design more appropriate and effective programs as well as to develop the needed instruments and procedures for evaluating these programs.

Merle B. Karnes, Professor of Special Education, Institute for Research on Exceptional Children, University of Illinois, Champaign.

Blind Children Learn to Read. Bethold Lowenfeld, Georgie Lee Abel, and Philip H. Hatlen. Springfield, Ill.: Charles C Thomas, 1969. 185 pp. $8.50. Hardcover.

Development of public school programs for blind children in recent years has generated interest and concern on the part of special educators and of many general educators for additional knowledge in regard to reading by touch. Although scientific studies of touch perception and legibility of braille characters has been reported in the literature, there has been no comprehensive publication in forty years which has dealt with methods and practices in teaching reading to those who use braille. This book was designed to provide all educators with "as complete information as possible on the total challenge of teaching touch reading."

Following a brief first chapter presenting some historical introduction, the second chapter covers a limited but valuable review of many of the more pertinent findings from specific studies related to reading for blind children. No attempt was made to review the literature on visual reading or the perceptual factors related to the total process of reading so as to establish the comparability and/or distinction between visual reading and touch reading—an understanding which is not achieved easily.

The third chapter, which comprises about half the book, is a report of a research study done under a contract with US Office of Education under provisions of the Cooperative Research Program in 1965. Through the use of questionnaires sent to "all known local school programs and residential schools for blind children," information relative to the present status of braille reading instruction and personal characteristics of braille readers was requested.

The majority of teachers reported that reading instruction began with whole word and/or meaningful sentences rather than the teaching of alphabet characters in Grade 2 braille. Although children were encouraged to use both hands in reading, many teachers emphasized the fact that individual reading patterns emerged as children matured in reading ability. No important differences were noted between practices in residential schools and in local schools.

A second portion of the study was devoted to actual testing of 200 braille readers on STEP Reading Tests and SAT Paragraph Meaning on the fourth and eighth grade level, to secure information regarding reading rate and comprehension of braille readers, and to identify certain personal characteristics of the readers. These findings were compared with data available for visual readers and equated between groups of blind children attending local schools and residential schools.

As to personal characteristics, more students, especially at the eighth grade level, were found to be in the higher IQ ranges; most students had been blind (no measurable visual acuity) since birth. Although fourth grade children attending local and residential schools were approximately one year older than their seeing peers, there were very small differences in ages at the eighth grade level.

Reading rates of blind students showed a noticeable increase over those reported in previous studies. Variances in rate ranged from 72 to 80 words per minute at fourth grade and from 116 to 149 words per minute at eighth grade with local school students showing the faster rate in each instance. Students who were faster readers tended to be in the group with high reading comprehension. Reading comprehension of blind children in this study was at least equal to that of seeing children at the fourth grade level, and superior to seeing peers on the eighth grade level.

The intercorrelations between reading rate, reading comprehension, and chronological age were very similar to those found in studies of the reading of seeing children. Only minimal differences were found between children in local and residential schools; however, children with problems in addition to blindness were excluded.

The remaining chapters discuss very generally readiness factors particularly critical for blind children, the teacher's role in the reading process, and special problems unique to braille reading. For all teachers working with children who read in the braille medium and for all special education teachers, this book should be a valuable guide for a broader understanding of the reading process through the sense of touch.

Natalie C. Barraga, Associate Professor of Special Education, The University of Texas.

Mental Retardation—A Basic Guide. Harold D. Love (Editor). Berkeley, Calif.: McCutrhan, 1968. 282 pp. Hardcover.

The book is addressed to parents *and* teachers, a major undertaking to accomplish in one book. The vocabulary and concepts presented must be sufficiently universal to meet the readability, interest, and informative qualities needed.

The book, subtitled a basic guide, has included in the table of contents: Parental Advice; Reactions of Parents; History of Mental Retardation; Causes; Research; Community and State Responsibilities; Education; Recreation; Physical Education; and Prevention and Treatment.

The interspersing of research validated information should be of interest to teachers and some parents. Some research studies reported are too complex and abstract for the average layman (and perhaps many teachers) to profitably read.

The bibliography references for the articles include quite recent publications as well as a sprinkling of the older classics.

The section on Parental Attitudes should be very helpful to both parents and teachers to better understand the behavior and attitudes they display regarding their child.

The book is a compilation of chapters by the author *and* collected articles by other special education personnel.

The chapter on the Historical Survey of Mental Retardation is a good, significant look at the ways society has dealt with the problems of mental retardation from Biblical times to the contributions of the J. F. Kennedy administration. This chapter should be of interest and benefit to both parents and teachers of mentally retarded children.

Because this field is so dynamically changing, any book is guilty of being not up to date the minute it comes out, but this book is a refreshing change from the usual limitation in terms of the currentness of this information.

There are a number of typographical and subtitling errors, but in general the format and accuracy are good.

The author has collected considerable current data on the functions of state and national level organizations dealing with the mentally retarded, such as the President's Committee on Mental Retardation.

The author presents many positive and progressive suggestions for local and state level

implementation on behalf of the mentally retarded. These suggested activities are, in the main, excellent motivations for parental and teacher involvement.

Suggested criteria for adequacy and excellence of special education programs and services are presented in sufficient detail to permit local utilization by parent groups as well as educational personnel.

To summarize, this book has much to offer to the parent *and* the special education teacher if they read selectively to satisfy their needs for specific information and to develop positive attitudes and perspectives toward the retarded child. The scope and freshness of the data contained in this book are commendable.

Jack C. Dinger, Professor and Chairman, Department of Special Education, Slippery Rock State College, Slippery Rock, Pennsylvania.

November 1969

Films

The Inner World of Aphasia. 16 mm, color, approximately 23 minutes. Prepared by Dr. Leonard Pearson, Case=Western Reserve University. An Edward Fill Production. Circulation copy available from Social and Rehabilitation Service, Department of Health, Education, & Welfare, Washington, D.C. 20201.

There are several ways to approach film topics and in the past the majority of special education films have used the reporting method. *The Inner World of Aphasia,* while not a special education film in the strict sense of the phrase, employs the plot approach and tells its message through selected characters.

The story takes place in a hospital and begins with the main character, Miss Nelson, as a nurse taking care of an elderly aphasia victim. She is fatigued from overwork and discouraged from trying to communicate with her aphasic patient —and in her impatience to leave the building she falls down the stairs and finds herself an aphasic patient in the same hospital.

From this point the film introduces numerous factors related to global aphasia. We see partial vision, medical discussions, but primarily the difficulties of speech. In a speech lesson, for example, flashbacks to childhood graphically portray the inner turmoil caused by certain phrases ("raise your hand"; "raise your left foot") and the intense efforts to make an appropriate response.

After the speech lesson, a male outpatient is introduced and the emphasis is on the great tensions generated among family members. Not only do we see the almost insurmountable barriers to communication, but also the abhorrence often displayed toward those with gross handicaps. Subsequent scenes illustrate the resolution of some of the attitudinal barriers.

The Inner World of Aphasia presents the major problems of severe adult aphasia graphically, even dramatically. Yet the intense emotions revealed do not detract from the film, but rather serve to emphasize the depth of the consequences for those afflicted. The film is designed for speech and hearing specialists and others who provide services to the aphasic. Other special education personnel, however, are likely to find it valuable in broadening their understanding of an often puzzling subject.

The film utilizes virtually the entire range of technical devices without becoming "gimmicky." Overall technical quality is superior.

Janet Is a Little Girl. 16 mm, black and white, approximately 26 minutes. Allen Burks, Sonoma State Hospital, Eldridge, California, 1968.

Janet Is a Little Girl is a report of the special study of the growth and development of 12 mongoloid children recently conducted at Sonoma State Hospital, an institution operated by the California Department of Mental Hygiene. It provides background information on the usual overcrowding, insufficient staff, and general inadequacies of ward type facilities, particularly for young patients.

However, the value of this film lies not in how these deficiencies inhibit patient development, nor in how they can be overcome, but in the objectives and accomplishments of the project itself. The viewer is told that one of the premises was that a lack of adequate speaking capacity severely inhibits effective communication and sets in motion a cycle of the environment reinforcing the retardation. Environment, in turn then, can significantly enhance or depress individual abilities—not just as a limited phenomenon but as a basic characteristic.

The project consequently focused on lan-

guage development as the key to individual growth. Pupils are shown engaging in intensive speech lessons, in field trips, in social activities, in general language development, and in reading programs. The total program can most simply be described as rich in opportunities and very skillfully organized. And while some may raise eyebrows over the scene of the children using sharp knives in the kitchen utensil training session, all can rejoice when a child says: "Come here cow!" at the farm, and when Janet demonstrates her ability to read.

The film admirably illustrates the accomplishments that are possible for even the severely retarded and conveys the implication that limitations for all the handicapped are often more conceptual than inherent in the condition. Viewers from all areas of special education should find *Janet Is a Little Girl* a rewarding and stimulating experience.

Films reviewed by Don Mahler, Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California 95221.

Books

Their Beginning Years: For Parents and Teachers of Our Young Retarded Children. Esther H. Roberts. New York: Vantage Press, 1969. 147 pp. $4.50. Hardcover.

Mrs. Roberts, in her introduction, outlines briefly the educational situation of children considered "trainable," the development of school provisions for them, the problems created by the wide age range of the group when there is only one class for trainables, and defines the major goal as providing activities "devoted specifically to increasing the children's self-sufficiency and social responsibility [p. 15]." The book is divided into twelve chapters: the school day, language and language activities, numbers and mathematical concepts, colors, handwork, socialization, physical activity including games, table games and other quiet activities, self help, music, speech, and parents and teachers. The chapter outline in itself suggests that this is a book written by a practitioner, and the content bears this out.

One of the major assets of the book is the inclusion in nearly every chapter of lists of teaching aids, materials, records, songs, games, activities, and sources of their availability. These would be especially helpful to the teacher new to work with trainable children who has not yet had time or experience to develop his own library of materials and lists of resources. Not only are there lists of activities and materials, but in each section the author describes how they can best be used and she seems always to have in mind the primary goal of increasing the child's competence. The book also has value for parents of trainable children in helping them understand the differences between what education is for their normal children and what it must be for their trainable child. To more experienced teachers of trainable children, there is little in the book which will be new, although the author's hope that teachers will find in her book a good springboard for developing their own ideas probably has some truth in it. There is evidence throughout that Mrs. Roberts knows a lot about trainable children, has observed them with thoughtfulness and insight, and is clear and realistic in her thinking about what she is trying to do in her classroom.

There are, however, some shortcomings. One is the style of writing. Sentences are short for the most part and the overall style seems somehow oversimplified. One member of our review team described the style of writing as "sterile and flat" and commented that she waited in vain for the author's personality somewhere to shine through. Another lack, to some of us an important one, is the absence of any real attention to problems of behavior management. Although some anecdotes about children are included, it is hard to find any impression of a real, live child. As a whole, the book is more activity and program oriented than it is child oriented. The title also seems somewhat misleading; *The Beginning Years* suggests that it is going to be concerned with the preschool period rather than covering the span from school entrance age to adolescence.

Harriet E. Blodgett, Program Director, and Cleon Anderson, Mary Brink, and Winifred Johnson, Teachers, The Sheltering Arms School, Minneapolis, Minnesota.

Films

We Hold These Truths 16mm, color, approximately 28 minutes. Prepared at the Institute for the Achievement of Human Potential. Distributed by Philadelphia Film Corp., 885 Lancaster Ave., Berwyn, Penn. 19312. 1969.

During the past several years the typical special educator has doubtlessly heard and read much about "that crawling method from Philadelphia" and it is a rare instructor or state department consultant who has not been asked some very pointed questions by teachers in the field. Often the answers have been ambiguous or guarded, for despite all that has been written (and the polarization that has occurred in some instances), much of the information necessary for a reasonable understanding of "the method" has been absent. *We Hold These Truths* should be an opportunity for the field to obtain background information on many aspects of the work of the Institute for the Achievement of Human Potential from the source itself.

By way of introduction, the film raises some questions: What holds minds back? How can they be released? How can the potential for development be achieved?

The film then reports that experience in evaluation includes more than 3,000 families, going back 25 years. Currently about 15 families are being received every 2 weeks for 5 days of evaluation. Cases include children often diagnosed as mentally retarded, emotionally disturbed, autistic, cerebral palsied, etc. No labels, however, are used at the institute; the evaluation looks at children with "well" brains but somehow suffering an injury. The point is made that years of experience have indicated that two types of problems cannot be helped by the available methods: (a) the child with a deficient brain—a brain somehow inadequate in potential from conception, and (b) the psychotic child—a "well" brain in terms of apparent potential but involved in behavior which ". . . is wildly different." In general, the position is taken that with few exceptions the human brain has a tremendous potential, regardless of the dysfunction.

Another position reported is that the brain is similar to a computor; inputs must be adequate for the tasks and the circuits must be operating properly if the output is to be accurate. And in both the brain and the computor, a symptom is not to be confused with a cause. Just as a blueprint for a computor is essential to trace the location of the cause, a blueprint for the brain would be useful in learning the causes of abnormal human behavior. The search for such a blueprint has been conducted by the institute and has led to the development of a neurological age profile.

The presentation of the brain computor analogy is done very effectively, with scenes of computers and accompanying narration, but the reviewer would like to observe that this may be an oversimplification of an extremely complex operation. Certainly the analogy was popular a few years ago and has been useful in trying to establish some order in our understanding of the brain's functioning, but it has shown limitations in accommodating more recent discoveries—or even in housing many older ones. In short, as a conceptual construct device, it is useful, but it is inadequate as a model with which to explain all aspects of cerebral performance.

Along with the presentation of the brain computer analogy, Dr. Dolman lectures to a class and talks about learning and behavioral disabilities in relationship to the phylogenetic scale. He states that all organisms have such disabilities in terms of the next higher order

of animals, but all contain an adequate system for satisfactory behavior within their phyla. This is an interesting way of putting across the concept of relativism and appears to be an integral part of the entire approach to malfunctioning as offered by the film. The reviewer, however, feels that it again tends to oversimplify a problem—the rapid changes in man's environmental structure which may be reaching the limits of the human organism's adaptability. Put another way, the brain has a wonderful capacity to adapt itself to changing requirements and a marvelous potential, but there are limits, and by constantly increasing the proficiency norms we may be, in effect, establishing a new top level on the phylogenetic scale. The implication is that the environment should be examined to determine its responsibility for human malfunctioning.

The developmental profile mentioned earlier (used to obtain a neurological age) examines competencies in 6 areas and identifies 7 levels of each from birth to age eight. The areas include: mobility, language, manual, visual, auditory, and tactual. It is in the discussion of the elements of the profile that the film touches on a topic responsible for much discussion in the field. This occurs when a statement is made to the effect that experience indicates that a child who skips a developmental stage or does not achieve a necessary level of competency before going on to the next level will develop difficulty in performance later on. Educators often equate crawling with the "missed" level, but the film does not select one area to the exclusion of all others, or even emphasize one above the others at this point.

The next portion of the film illustrates testing and evaluation facilities, including the gathering of family histories, vision and hearing testing, neurological examination, and the like. In general the approach and the resources are what one would expect to find in any comprehensive evaluation center.

Finally, the film moves from the staff case conference to the translation of the recommendations into an action program. The narrator informs the viewer that the stimulation of the input channels of lower order animals has been found to effect change and logically should be useful to man. The institute believes this to be true and bases its approach on such activities—visually, auditorially, and motorically. Patterning is shown and because of the length of time it is on the screen the initial reaction (by the viewer) may be that it is being emphasized, but the film producers should be allowed their beliefs to be honestly presented and the whole context of the last scenes should be kept in mind.

The reviewer was impressed with this film for several reasons, but mainly for the scope of the concepts it presents and its ability to provoke discussion. It deserves to be viewed by anyone who wants more information on the Institute for the Achievement of Human Potential as well as anyone who wants to review approaches to learning.

A Dream to Grow On 16mm, color, approximately 28 minutes. Bono Film Service, 3132 M Street N.W., Washington, D.C. 20007. 1969.

This film is first the story of the Special Olympics conducted for the mentally retarded in Chicago during the summer of 1968. As such, it provides an excellent pictorial record of the preparations and the activities. Included are scenes of the youths' arrival from Canada and the United States, the preevents reception, and the training table breakfast. Once inside Soldiers' Field, the viewer sees the opening festivities, and many of the 200 activities in which 1,000 children competed for medals in such areas as track and field, swimming, and hockey.

The Special Olympics, however, was more than a one day affair in July 1968: it was a demonstration of what can be done with mentally retarded children and youth. This message was conveyed very effectively with the aid of the excellent narration rendered by Rafer Johnson and by the content itself.

One of the first events was a 300 yard run, and while we can see some of the typically awkward movements of the mentally retarded, we find that the seven basic events are scaled for ability and age, and everyone has a chance to win. As the participants finish the events, we can see the normal feelings of anticipa-

tion, satisfaction, and anxiety. And the award ceremonies show the usual mixture of exhileration, embarassment, and pride. One boy is singled out with the aid of flashbacks to emphasize the intense effort that went into preparation for the activities–and also to help carry the theme that a well developed body builds a well developed mind.

While *A Dream to Grow On* is undoubtedly a dramatic film and might border on a public relations film in some aspects, it does make the point that the mentally retarded have the same needs and feelings as everyone else and an adequate physical education program can generate that "seed of success" which will better prepare the youth for a satisfactory adulthood. And for special educators it should serve as a model of what can be done and as a stimulus to review some of the things being done now with the best of intentions, but perhaps none too wisely.

Anyone Can 16mm, color, approximately 27 minutes. Produced by Bradley Wright Films. Distributed by Bradley Wright Films, 309 N. Duane Avenue, San Gabriel, California 91775 and by California Association for Neurologically Handicapped Children, 6472 Will Rogers Street, Los Angeles, California 90045.

This film is composed of four short elements, almost self contained subfilms: rope skills, ball handling, the Stegel, and the trampoline. The first two elements show the Director of Physical Education for the Orinda Union School District working with a group of educationally handicapped pupils, while the last two elements illustrate a special class teacher working with his class.

Anyone Can is essentially a straight forward demonstration film showing how relatively simple equipment (ropes, balls, the Stegel, and the trampoline) can be used to provide an enriched program of motor activities. While the children employed are in a special education program, the approach would seem equally applicable to all elementary grade pupils. One of the points made during the first scenes is that students should have their own equipment, be directed toward the development of specific skills, and that activities are more effective if done as responses to problems rather than to simple directions. The film makes no claims that the approaches shown are cure-alls for learning problems nor does it take a partisan approach to various techniques. It does demonstrate a few of the things which can be done with an individualized physical education program and a relatively low student-teacher ratio. And the narrator does comment on how improved self confidence and performance in motor activities seems to have been reflected in classroom behavior.

One might have wished the term "educationally handicapped" had been given a word of explanation for nonCalifornia viewers (it is sometimes confused with "culturally different" and similar terms) and perhaps some information given on the frequency of the activities; in other respects the comments and content are adequate for its apparent objectives. The film should be of primary interest to physical education specialists and program directors but will also be useful to regular and special program elementary grade teachers. Technical quality is above average and some of the settings are visually very attractive.

Films reviewed by Don Mahler, Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California 95221.

Books

Stuttering: Learned and Unlearned. Frank J. Falck, Springfield, Ill.: Charles C Thomas, 1969. 160 pp. $7.75.

Fortunately, the Thomas published text by Falck entitled *Stuttering: Learned and Unlearned* is short (160 pages). Unfortunately, the above sentence exhausts this reviewer's positive comments about the book. The book can be criticized for everything from poor grammar to the lack of any significant contribution. Because of space limitations, this review will focus only on the following considerations.

In his preface, Falck states that "No attempt has been made to review other theories

or any of the countless research findings that have been reported over the years." Not only do these "research findings" go unreviewed, they go entirely unmentioned. At no point in the body of the text does Falck cite the source of his information. However, it is quite apparent to anyone who has completed even an introductory course in stuttering that this book constitutes little more than a compendium of statements paraphrased from previously published textbooks and journal articles. The problem created by the writing strategy of not citing sources is that the client or the beginning student has no way to judge whether a statement has its genesis in controlled laboratory experimentation, clinical observation, or armchair speculation. On page 30, for example, Falck states, "It is entirely wrong to equate stuttering and neuroticism." Is Falck, alone, responsible for this bold assertion? Do other "sophisticated" speech clinicians agree with the assertion? Are there laboratory derived data that support the assertion? The careful reader inevitably is confused by the source and validity of this and hundreds of similar assertions. Ironically, the stated purpose of the book "is to try to clear away some of the mysticism that has surrounded this (stuttering) problem (p. vii)."

Perhaps the most disappointing aspect of the book is its failure to add anything of substance to what currently is available in the literature relative to stuttering. The author offers no new data; he offers no new interpretations of extant data; he offers no creative insights which might generate exciting new data. In fact, the vast majority of the ideas and information which Falck presents can be found in the earlier works of Johnson (*Speech Handicapped School Children*) and Van Riper (*Speech Correction: Principles and Methods*).

If the reader is at all cramped for bookshelf space, the reviewer suggests that such space as is available be reserved for a more substantial treatise on the problem of stuttering.

Richard Martin, Professor, University of Minnesota, Minneapolis.

Author's Comment

It is difficult to respond objectively to a review such as the one written by Dr. Martin. Fortunately, other appraisals have evaluated the book more appropriately on the basis of what was attempted. The book was not intended to be a scholarly review of theories or research findings. The quoted statement in the review, "No attempt has been made to review other theories or any of the countless research findings that have been reported over the years" was put in the preface very deliberately in order that a potential reader would not be misled.

Also included in the preface, but not quoted in the review, is the statement, "The material presented is based on many years of direct therapy contact with stutterers and their families." No attempt was made to indicate that all the ideas presented are original. After experience with several hundred stutterers, many students in training, and beginning clinicians over a period of approximately 15 years, this basic approach has evolved and been found to be useful. The book was written with the purpose of sharing this approach in the hope that it might help guide the stutterer, or the person working with him, in the quest for more normal speech.

It is also difficult to respond to a nonspecific charge of poor grammar. Perhaps in the reviewer's scrutiny of the leaves and branches with the resultant loss of sight of both trees and forest he encountered and was shaken by the infinitives which were quite intentionally split for sake of emphasis. Perhaps the statement contained in the preface, "The language approaches as closely as possible that which actually has been used and found to be effective in direct contacts with stutterers, families of stutterers, students and professionals representing speech pathology, education, psychology, and medicine" was missed. As stated by Dr. Jane Beasley Raph in her foreword to the book, "The approaches utilized are useful, down-to-earth, and free of the jargon and mystery which have tended to surround this disturbing communication disorder."

If the potential reader is looking for a comprehensive, well documented review of stuttering, it is suggested that the reviewer's advice concerning limited bookshelf space be followed and one of the many excellent recent works designed for this purpose be purchased. If this is not the potential reader's goal, perhaps a further quote from Dr. Raph can help guide the selection process:

> The methods outlined should be of special benefit to the clinical or public school speech therapist whose training has all too often been more theoretical than practical with regard to stuttering treatment.

Frank J. Falck

Books

Learning Disabilities: Introduction to Educational and Medical Management. Lester Tarnapol (Editor). Springfield, Illinois: Charles C Thomas, 1969, 389 pp. $16.75. Hardcover.

This is a book about "these children" by 16 authors who wrote a total of 18 chapters. The four major sections are: Background; Physicians' Roles; Diagnostic Testing, Remediation and Research; and Program Administration and Teacher Roles. There is a listing of parent organizations and there are both author and subject indexes.

Well known authors such as Barbara Bateman, Marianne Frostig, and Richard Masland are included, as well as authors whose names are not as familiar to the special education scene. Five of the authors hold MD degrees, which seems an appropriate representation for a book claiming to discuss medical management.

The book developed from conferences sponsored by the California Association for Neurologically Handicapped Children. To balance the presentation, manuscripts were solicited from additional authors.

It always is difficult to categorize a multiply authored book along the good-bad continuum because within the book itself there will be a range of quality and relevance.

On the whole, this is a good book, with more strengths than weaknesses. In fact, if it weren't for the slightly outrageous price of $16.75, the book would make a good text for introductory graduate courses. It should at least be available to graduate students as a reference.

Interestingly enough, one of the best chapters is the introduction by Tarnopol—and one of the worst is his chapter on delinquency and learning disabilities. The negative vote is cast because of some rather farfetched jumps from data to conclusion that are offered. For example, it is unlikely that most readers will accept the almost stated conclusion, drawn from a series of rather strained assumptions, that juvenile delinquency is caused by "minimal brain dysfunction."

As might be expected, there is a great deal of print devoted to definition and classification. And as also might be expected, even in a book with a common theme edited by one person, there is no agreement on definition/classification. Richard Masland makes the point that "In the first place, it (minimal brain dysfunction) is not intended to be a diagnosis. There is not a disease, 'minimal brain dysfunction.' It is a condition or a symptom (p. 67)."

But Masland's point is generally lost on the other authors. It all gets quite confusing. Tarnopol says "A certain fraction of the children with minimal brain dysfunction will undoubtedly have suffered brain damage (p. 308)." Violet Spraings discusses "the dyslexias" at times as if this is a condition and at other times as if it is "a cause for children failing to read (p. 240)." And it still seems quite mysterious that a mentally retarded child is not "eligible" to be called a "brain injured child" or a child with "minimal brain dysfunction." (Try to explain *that* one to the parents of a retarded, brain injured child: "Yes, your child has an injury to the brain, but he isn't brain injured . . .")

The issue over definition and classification will necessarily continue for some time, and this book contributes both to the recognition that the issue is not yet resolved as well as to the continuing discussion that is required before some clarity will begin to surface. Some of the authors seem to feel that the whole matter was settled several years ago when a government sponsored task force came up with

some recommendations; it is time to recognize that the matter was not settled.

There is some repetition from chapter to chapter but perhaps that is inevitable in such a book. Admonitions to recognize individual differences become less challenging after a few times, and the same list of diagnostic tests does get a bit familiar after awhile. Naomi Zigmond's chapter on auditory processes is good and Barbara Bateman's chapter on reading is probably the best in the book. Sam Clements' two chapters have a quality of whining about them; his characteristic blasts at unnamed foes who disagree with him can get annoying (He calls it "recounting 'war' experiences (p. 34)."") There is an interesting swing of the pendulum by the psychiatrists (actually, psychoanalysts) L. F. Kurlander and Dorothy Colodny where "psychodynamics" have given way to "organic factors" in problem etiology.

Tarnopol did a good job in compiling and editing this book. It does not contain everything–another editor would have included this and excluded that–but it belongs on the professional bookshelf and in the university library.

Roger Reger, Director, Special Educational Services, Board of Cooperative Educational Services, 99 Aero Drive, Buffalo, New York

Author's Comment

I thank Dr. Reger for suggesting this book "would make a good text for introductory graduate courses." Several professors are already using the book as a text. I concur with Reger's statement concerning, "the slightly outrageous price of $16.75."

It seems to me that the term "whining" used to characterize Sam Clements' two chapters is both subjective and personal and is hardly called for in a book review.

I cannot find anything in *Learning Disabilities* which could be construed to imply that "a mentally retarded child is not eligible to be called a brain injured child." Obviously, a great many retarded children are brain injured. However, some people wish to reserve the term "minimal brain dysfunction" (which of course includes some brain injured children) for nonmentally retarded children. The point is that this book is specifically about the nonmentally retarded children and in no way denies the fact that many mentally retarded children are brain injured.

Finally, I have reread the chapter on delinquency very carefully and can find no way in which it is possible to draw the conclusion that "juvenile delinquency is caused by minimal brain dysfunction." Perhaps this assumption could result from a hurried reading of the chapter. There are two specific statements in the chapter on delinquency which characterize its essence. The first is the hypothesis which was tested and is stated on page 306:

> It is hypothesized that the delinquent school dropout population from minority ghettos should contain a greater percentage than the total population, of children with minimal brain dysfunction in the presence of an adequate IQ, i.e., above the retarded range.

On page 330, the summary states:

> This cumulative evidence, therefore, all tends to confirm the hypothesis that a significant degree of minimal brain dysfunction exists in the minority, delinquent, school dropout population.

In order to conclude that "delinquency is caused by minimal brain dysfunction" it would be necessary to confuse correlation with causation. This conclusion is neither warranted, implied, nor intended. Finally, please note that other recently published research tends to confirm the hypothesis stated above.

Lester Tarnopol

The Principal Works with the Visually Impaired. Geraldine T. Scholl. Washington, D.C.: The Council for Exceptional Children, 1968. 67 pp. $2.00. Paperback.

Basically, this is a fine birds eye view of the complexities of teaching children who have vision problems and should be of great help to a principal or anyone in a public school setting attempting to help such children. There is no doubt that the sympathy of the writer is on the side of the day school program, although she does contradict herself by extol-

ling the virtues of this type of a setting, and on the other hand, painstakingly describes all the extra help children must receive in order to achieve in this setting.

There is a discrepancy in parallel construction on pages 9, 40, and 41 when eye conditions are described–some more fully than others. Boarding homes are omitted in the total program for day schools and the top illustration on page 43 is not a good advertisement for the particular aid used.

Nonetheless, this book attempts to fill a need in explaining a good program and strikes at the mob of day schools where principals can make or break such a program. It's a job well done.

Samuel Milesky, Special Education Supervisor for the Deaf and Visually Handicapped, Bureau for Handicapped Children, Department of Public Instruction, State of Wisconsin, Madison.

February 1970

Films

Tell Me Where to Turn. 16 mm, color, approximately 26 minutes. Prepared and distributed by Public Affairs Committee, 381 Park Avenue South, New York, N.Y. 10016, 1968.

Tell Me Where to Turn is a colorful documentary designed to show how a local information and referral service can help match people with special needs to appropriate community services and cut through the often bewildering red tape and confusion confronting a prospective client.

The film is built around the operation of a typical information and referral service, staffed by an experienced social worker and an assistant, and brief capsule stories of seven adults and a child with broad varieties of problems. In telling their stories and illustrating how the "service is able to bridge the gap between these people–who do not know where to turn for help–and local health and social welfare agencies which do exist and are able and willing to provide the help" three points are emphasized. The points are (a) an information and referral service can provide a central clearinghouse and one readily disseminated phone number to provide information and referral to all service agencies, (b) a trained social worker is the appropriate person to provide the matching function, and (c) a center can act as a clearinghouse for the use of existing services, identify gaps in a community's current programs, and suggest ways to fill in the gaps.

The Public Affairs Committee, a nonprofit organization established in 1935, not only has produced a truly superior film but in addition makes available to users three complementary printed items: (a) a very helpful discussion guide, (b) a pamphlet which provides comprehensive background information including the establishment of similar services in Great Britain, and (c) an announcement and order blank for the film, guide, and pamphlet. Altogether this is a very complete package which is well worth being seen and used by special educators, school psychologists, school nurses, and school welfare workers. Admittedly a somewhat emotional film (and appropriately so), it is hoped some of the above viewers will be stimulated to make certain information on the handicapped is included in their local information and referral service or to help establish such a service where none exists.

Films reviewed by Don Mahler, Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California 95221.

Books

Early Identification of Emotionally Handicapped Children in School (2nd ed.). Monograph in **American Lectures in Psychology** series. Eli M. Bower. Springfield, Ill.: Charles C Thomas, 1969. 261 pp. $9.75. Hardcover.

Publication of the second edition of this book comes about in response to concern and interest that have been developing in the field of prevention in the mental health area since the publication of the first edition some ten years ago. The author states in the preface to the second edition that, "There have also been significant new contributions to the research, to the conceptual approaches, and in the screening materials . . ." that were first presented in the first edition. The second edition presents the most up to date revisions of the screening materials in the revised appendix. The stated aim of the book is to present a research study, the aim of which is to answer questions relat-

ing to the validity and efficiency of early identification of emotionally handicapped children in school.

In the early chapters Bower presents an excellent analysis of the role prevention should play in the total educative process. He spends a fair amount of time drawing distinctions between commonly used terms such as "emotionally handicapped," "educationally handicapped," and "emotionally disturbed." He is very straight forward in dealing with issues which he feels have blocked the preventative efforts of interested individuals in the mental health and education fields. He discusses topics such as the priority given to individual therapy over the priority of prevention in our society as, in part, a problem of conflicts of values in the school and in the professional training of mental health workers. He feels that present efforts favor the curative rather than the preventive motif.

The latter chapters deal with the theoretical and empirical substantiation for his notion that certain indices of adjustment are likely to be productive in the identification of pupils who, if not cared for early, will be likely to show serious emotional maladjustment. Bower presents the major findings of studies supporting the multiple indices rationale or supporting the notion that several indices of behavior would likely be more efficient and reliable in selecting such children than would single indices used separately. He presents the major findings of studies which indicate that teacher, peer, and self ratings would appear to be the most useful areas in which to develop screening devices. Bower dismisses the findings of Maes (1966) which suggested that one of the instruments, the teacher rating along with IQ scores, was considered as effective as the use of the several variables he finally derives. Bower feels that such predictions as Maes is able to make using an abbreviated set of instruments may be efficient but provide sparse data to the teacher for planning educational interventions on behalf of the child. Planning interventions on that basis seems to be inconsistent with Bowers' caution to the teacher that his fundamental role in using the instruments is to use them precisely as they are intended (for screening) and to pass them on to other mental health specialists who would make diagnostic findings for him on the basis of the results of screening.

With the author's purpose in mind there is no doubt that this book is a very valuable addition to the literature on the education of emotionally handicapped children in school.

Roughly one-half of the book is given to the appendix which includes sample letters to parents concerning the screening procedure, notes and suggestions to teachers on use of the materials, examples of their administration, scoring at each of the three grade levels, and some comments on interpreting the results of the screening procedure. Bower emphasizes throughout the book and the appendix that the screening process is intended to be viewed as a clinical thermometer. That is, the process of screening collects for further individual diagnostic study those children who seem out of step with their peers on indices shown to have some power in making such determinations. The section on interpretation is by no means intended to help make the teacher a diagnostician or clinician. Instead, it is designed to help him better understand the process of screening and its importance in the process of early prevention. Though Bower's own research seems to indicate that the teacher rating accounts for most of the efficiency in the screening battery, he nevertheless suggests that the peer rating and self rating be administered. The latter ratings are the most time consuming from the standpoint of teacher time, particularly at the first level where these instruments have to be given individually to pupils.

Chapter 8, entitled "Reactions to the Study by the Investigator," and Chapter 10, "Some Positive and Preventive Outcomes," seems to be essentially related. It is difficult to understand why the very short Chapter 9 on how teachers can use the results in screening is inserted between them. Notwithstanding that minor logistical problem, the book is readable throughout, even in the more technical discussions. In some of the chapters we are again reminded that there is really "nothin' new under the sun," i.e., relationship to personality theory in Chapter 2, the culturally deprived in Chapter 4, the nonmagic of teacher referrals in Chapter 8. Although the restatement of the

familiar may not always be done with as much freshness and vigor as we would like, there is no doubt that some of the impact of these discussions might get through teachers' preceptual defenseness brought on by many years of overexposure to this type of attitude in educational professional writings.

Despite the utility of Bower's approach to prevention and the experimental status of the instruments used, there is likely to be a great deal of overselection of children from minority group backgrounds in need of a closer diagnostic look because of suspicion of educational handicapping conditions. Any screening procedure which omits a significant variable of classroom interaction, the instructional processes, is likely to overselect those children who are reacting in a noxious way as a precise function of the inappropriate ministrations of their teachers. Since with the present instruments there is no way to correct the perceptions of teacher, peers, or the child's concerning himself on the basis of the appropriateness of the learning environment, there would likely be an overrepresentation of minority group children in the negative selections made toward them by their teachers and peers. Many signs of classroom disruptiveness by minority group individuals can very well be considered signs of mental health rather than signs of mental ill health. It would be a sign of emotional weakness for a youngster in an inappropriate learning environment to be contented in such an environment.

Frank B. Wilderson Jr., Assistant Dean, College of Education, and Associate Professor, Educational Psychology and Special Education, University of Minnesota, Minneapolis.

Author's Comment

I have no major quarrel with Wilderson's review of my book. There are, however, a few fumbles and loose verbiage which I would like to cover. At one point Wilderson suggests I dismissed the research of Maes on the use of teacher ratings and IQ scores as being as effective as our several variables. The use of the verb "dismiss" by Wilderson to indicate my disagreement with Maes' conclusions is not quite accurate. His next sentence explains why I disagreed with Maes' proposal. Disagreement is not dismissal. The basic aim of the process of early identification as outlined in the book is to help the key person in the system, in this case the teacher, to act on behalf of children prior to the time that the teacher's nervous system and blood pressure make such action mandatory and ineffective. The process is not aimed at identifying cases or separating clearly and neatly suspect problem students from nonproblem students. I have voiced the same objection to the Glueck Social Prediction Scale which may be as accurate as all get out in separating prospective delinquents from nondelinquents, but has little action or curriculum value to the school or the teacher. Screening in my conceptual framework is not a predictive scientific undertaking independent of and unrelated to the key professionals who utilize and analyze data on behalf of children's growth.

The reviewer also suggests that there is likely to be a great deal of overselection, especially of minority group children. This is so if the minority group children are not making it in school. This is like accusing the weatherman of causing bad weather because he predicted it. This process of early identification will point up children who are becoming learning and behavior problems in school. Using it does not automatically deprive a teacher of his professional know-how or common sense. All the measures employed are relative to the group and teacher. If more minority group children are screened out, then I would guess that the school is doing little for them educationally. No labels are pinned on anyone by this process; the idea is to alert and to act. What might appear to be overselection, might well turn out to be undereducation.

Eli M. Bower

A Handbook on Stuttering. Oliver Bloodstein, Chicago: National Easter Seal Society for Crippled Children and Adults, 1969. 300 pp. $2.00. Paperback.

Professor Bloodstein's *A Handbook on Stuttering* is by all odds the most significant work to

date in the area of stuttering. In fact, it probably constitutes the most significant single publication in the entire field of speech pathology. This, coupled with the ridiculously low price of $2.00, makes one hope that the National Foster Seal Society's presses are in good working order.

The *Handbook* is much more than a revision or an expansion of Bloodstein's pamphlet *A Handbook on Stuttering for Professional Workers* (1959). The *Handbook* organizes a vast (over 650 references) and pragmatic literature into a coherent and usable body of knowledge. This is not to imply that the *Handbook* is simply a catalog or a compendium of data organized into some arbitrary schema. The real strength of the book is that the organization is both creative and rational. An excellent example of the amalgamation of recency and organizational creativity is the section on "Contributions from the Field of Linguistics (pp. 190-193)." Bloodstein reviews a dozen or more studies published between 1958 and 1968 and concludes that the most salient feature of this research is the "discovery that the predictability of words, which is related to hesitation pauses in normal speech, is also a factor in stuttering."

The first chapter of the book is an excellent treatment of the problems of definition and measurement. The second chapter deals with the various theories of stuttering and is the weakest chapter in the book. The organization is sometimes difficult to follow. Also, Bloodstein finds it necessary to yield to tradition and devotes some of his all too precious space to a listing of several armchair hunches which somehow have crept into the literature under the shabby guise of theory. Such speculations as West's dysphemia and Eisenson's perseveration simply don't represent sufficient inductive observation or deductive rigor to be considered seriously as theories. Obviously, Bloodstein has heart as well as scientific rigor.

Chapter three is titled "Incidence" and deals with such things as age of onset, sex ratio, and heredity as they relate to stuttering. Chapter four, "The Person Who Stutters," contains an excellent organization of a staggering amount of data concerning such characteristics of the stutterer as physical constitution, cerebral dominance, sensation, perception, etc. The "movement of stuttering," and the myriad of variables related thereto, is the focus of the fifth chapter.

Chapter six, "Inferences and Conclusions," is the meat of the *Handbook*. It is in this chapter where the reader really gets the advantages of Bloodstein's 20 plus years of rigorous observation of and scholarly dedication to the problem of stuttering. The final chapter contains a very brief summary of the vast literature relative to the treatment of stuttering. The chapter offers no new therapeutic techniques. On the other hand, the chapter organizes the history of stuttering therapeutics into a perspective—the clarity of which is unique among currently available treatises in the area.

The fascinating thing about this innocent appearing little *Handbook* is the vastness of the audience to which it is pertinent. Bloodstein's ability with the language is so keen that most laymen could read and understand the book with little difficulty. On the other hand, the level of cerebration reflected in the book is epitomized in the final paragraph which is a sober, but provocative, commentary not only on the state of the art, but also on the state of the union:

> It is possible to summarize these inferences adequately by saying that the basic therapeutic problem posed by stuttering may represent about the same kind and degree of difficulty as is involved in the problem of rooting out a superstition, dogma, or prejudice. We may be fairly confident that essentially any normal adult member of the most inaccessible New Guinea mountain tribe, no matter how isolated from our culture, could without excessive difficulty be taught to drive an automobile or operate an electronic computer. To liberate him from some of his superstitions in exchange for a few baseless beliefs of our own, however, would in all probability be a far more troublesome matter. Perhaps the ultimate advances in our ability to cope with stuttering must await some more adequate scientific theory of human cognition that will enable us to deal better with the commonplace irrationalities of everyday living.

Richard Martin, Professor, University of Minnesota, Minneapolis.

Author's Comment

I thank the reviewer for bringing organized, rational, and coherent perceptions to the reading of my book.

Oliver Bloodstein

The Challenge of the Retarded Child (rev. ed.). Sister Mary Theodore Hegeman, O.S.F. St. Meinrad, Ind.: Abbey Press, 1969. 192 pp. $1.50. Paperback.

Sister Theodore says in her introductory note that "This book is . . . presented from the viewpoint of a philosophy steeped in faith, based on hope, and motivated by love." The reader will surely agree. Intended first of all to be of help to parents, it will also meet some of the needs of professional workers who want to be helpful to parents, especially those who are still short on experience in the field. The book is written in a very readable, almost conversational style; technical terms have been kept to a minimum, and where used are defined and explained.

The book discusses the meaning of mental retardation, explores some of the causes, and devotes separate chapters to the child with Down's syndrome and the child with brain injury. It considers emotional and social aspects of the child's development, as well as outlining educational aspects and describing the different levels of achievement which children of differing degrees of retardation can be expected to reach. It presents the role of the residential school realistically, as one of the alternatives for action which may be considered, but not as a cure-all or the best solution for all children. The emphasis on religious training and religious atmosphere, while it may not meet the needs of all readers, is so basic to the viewpoint of the author that it is also basic to the personality of the book.

What gives the book special charm is the realness of the author's experience. The children who provide the anecdotes and examples are real children; they come from real families; the conflicting emotions of their parents are described with honesty but also with compassion. The continuity of the author's experience at St. Coletta's School in Jefferson, Wisconsin, gives to the book a solidness which is a blend of information, knowledge, realism, and understanding not only of retarded children, but also of their parents.

In format and in production style, I found the book somewhat disappointing. A paperback publication is fine, but it should permit more careful attention to quality of paper, typesetting, and typographical accuracy. While these factors do not detract from the quality of the content, they do distract from it.

The reliance upon religious faith to bridge the conflicts in the emotions of those who face problems of mental retardation in their own families is, without question, one way which, to many people, can be satisfying and comforting. Other readers may still find their questions unanswered, their conflicts unresolved. Even parents who cannot accept the philosophy presented by Sister Mary Theodore, however, will surely respect and admire the confidence and certainty with which she presents it.

Harriet E. Blodgett, Program Director, The Sheltering Arms, Minneapolis, Minnesota.

Author's Comment

To help provide for the unanswered questions, *The Challenge of the Retarded Child* includes an extensive, annotated bibliography of recent books and current periodicals. This appendix is intended to be particularly helpful to students whom I hope to reach through the paperback edition, with due regret for printing errors but confident of content value. Thank you!

Sister Mary Theodore, O.S.F.

Films

I'm Ready Mom: Are You? Color, 8 minutes. Produced by Communications Group West and distributed by the Exceptional Children's Foundation, 2225 West Adams Blvd., Los Angeles, California 90018.

One of the first major socializing tasks facing parents in raising their children is toilet training, and this can be especially trying with handicapped children. The film offers helpful suggestions, with emphasis on the role of the parents–including several graphic examples of nonready mothers. Once the "no-no's" are discussed, the basic principles of training are presented including the use of positive operant conditioning with simple concrete rewards. Practical, but often overlooked, advice is also given on things such as proper training clothes and regular feeding schedules.

The film is delightfully done, including the use of a penguin which has been taught to roller skate by operant conditioning. Despite its short length, it packs a great deal of message regarding the value of patience, repetition, and rewards–and it stresses the belief that even the severely handicapped can learn.

Don Mahler, *Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California.*

Partners in Learning. 16 mm, color, approximately 47 minutes. Developed with assistance of a USOE grant under PL 89-164, Title III, Section 302, as amended by PL 89-105 as amended. Grant awarded to California State Department of Special Education. Consultants included Alan Simmons, Donald Mahler, and Robert Elliot.

A highly commendable approach to organization used in this film adds to it utility for use in classrooms or with groups of inservice teachers. It begins with a brief introduction to California programs for the educationally handicapped and defines some of the terminology used in the film, some of which is peculiar to California legislation. The film is divided into segments, each of which is a related but somewhat independent instructional unit. Ideally these segments should be used in sequence. A study guide which carefully suggests procedures to be followed for use of the film indicates that about three to four hours should be allocated for the use of the entire film. This time is required to raise questions regarding the techniques being demonstrated on the film as well as possibly to question the merit of that being presented.

The first segment illustrates a team approach in teaching remedial reading to children in a small group setting playing "reading type games" and in a large group setting of 12 to 15 children. The film does not point out the percentage of the total educationally handicapped group being served in the school who are in this group instructional setting. The group is highly responsive to instruction under competitive and highly stimulating conditions, responds with a high level of activity, and appears to be at a high level of attention.

The second segment claims to show small group instruction and demonstrates mostly one to one teacher-pupil relationship. One wonders whether any of the children receiving one to one instruction, or small group instruction, were also included in the large group instruction illustrated in the prior segment.

The primary purpose of the film (as indicated by the narrator in the film as well as in the study guide) is to raise questions, sharpen the inquiry of the viewer, and assist him in

becoming more analytical and more questioning of operational procedures in working with the educationally handicapped as well as with his own attitudes. The film appears to be highly effective as a provocative device in generating questions. The professional may feel a greater need to challenge what is being seen, while the student may question his own background and ideas against what he may see as a model of program operation. While some of the techniques and methods being demonstrated may be debatable or even questionable, no claim is made to the contrary; in fact, it is stated and restated by the narrator that the film presents a realistic picture of the operation of programs and is intended to elicit from the viewer many types of questions.

This reviewer had some negative reactions while viewing the film. For example, the narrator restates questions raised by a teacher in scenes in which a child paints a self portrait on the floor. These questions were all phrased from an activity point of view and the teacher's self criticism seems to be toward the structuring of the activity rather than toward the child and his performance. This reviewer personally reacted negatively to an incident involving the discussion of the mentally retarded by the educationally handicapped and their teacher. Children in the class expressed displeasure at being called mentally retarded by other children on the school campus. The teacher led part of the discussion but made no attempt to build any respect or support for the mentally retarded as a fellow human being. Negative reaction to this part of the film was probably triggered by the voice intonations used by the narrator when he introduced the film and said that these children are *not mentally retarded*, but of normal intelligence.

This reviewer was impressed with positive aspects of the film. It does elicit a great deal of response from the viewer. It was viewed in a setting with professional individuals and also tested in a setting with students. Both groups gave a high level of response to the film. The film is of good quality in terms of production standards. The organization of the film lends itself well to inservice training or preservice instructional use, either in a setting where it may be used for four modules of one hour each or for an extended period of time covering three to four hours.

The film (if used according to the guide) should be a valuable tool to help teachers analyze problems and develop their own approaches toward instruction. It can make a positive contribution to training at either a preservice or inservice level.

HARRY V. WALL, *Chairman, Department of Special Education, California State College at Los Angeles.*

Tapes

Individualized Reading. Jeannette Veatch. Magnetic audiotape, approximately 5 hours. Listener Corporation, 6777 Hollywood Blvd., Hollywood, California 90028.

If one judges by the advertisements in the news media and the number of recorders displayed in stores, cassette tapes are the "wave of the future" (to quote from a popular magazine). While this reviewer has heard cassette material prepared for other professions, this is the first time he had an opportunity to hear tapes commercially prepared for use by educators and his reactions were mixed.

Perhaps a word about the medium is in order first. The cassette format is undoubtedly convenient, requiring only minimal mechanical know-how. Indeed several teachers volunteered to provide independent reviews and all reported the cassettes very easy to use—anywhere. The tone produced by the typical portable recorder, however, is at best only acceptable and for extended listening the reviewer found a separate (and larger) speaker more pleasant and less fatiguing.

The material for this review consisted of five cassettes of about one hour each (one-half hour per side) containing the spoken voice of Dr. Jeannette Veatch of Arizona State University as she discusses individualized reading programs. Dr. Veatch's style is very informal and she presents a wealth of ideas and observations of major interest to

the teacher of the lower elementary grades; however, many of her suggestions might well be heeded by reading teachers through secondary schools. The five cassettes each carry a separate subheading (such as Individualized Conference and Grouping) but it would be superfluous to list them; each tape contains a mine of topics. Yet the very scope of the material generates a word of caution. Even one complete cassette is apt to be too "rich" for one uninterrupted listening; Dr. Veatch is best tasted in small portions with some digestion allowed to take place before the next serving.

Don Mahler, *Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California.*

Books

Motor Activity and the Education of Retardates. Bryant J. Cratty. Philadelphia: Lea & Febiger, 1969. 233 pp. $8.75. Hardcover.

It is rare in these days of the educational oversell for an advocate of a particular point of view to refrain from making broad generalizations or to approach his topic with careful considerations for multidisciplinary interests. The author of *Motor Activity and the Education of Retardates* has done this, however. And he has done more. In his scrutiny of the research on the possible contributions of motor activity to the total development of the retarded child, Professor Cratty has avoided the trap to which an attempt at being all things to all people can lead. His book brings together in one small volume a well balanced assessment of *what* motor skills are educationally relevant, *how* these motor skills may be evaluated, trained, and integrated in transfer tasks, and *why* such training appears useful at this time. With a critical consideration of the research literature, noting well established and promising findings as well as those which may be overly optimistic in their interpretations, the author's emphasis is on individual programing. He has written, for example:

> It is thus apparent that modifications in teaching methods, as well as adjustments in task demands be incorporated into lessons in which it is hoped to teach retardates motor skills. When teaching skills to retardates, special attention should be given: to teaching for transfer; to conditions which will produce the best retention; to the type of teaching cues employed; and to the nature of the learning environment provided.

Clearly Professor Cratty has asked for precise definitions of stimuli environments, teaching cues, response requirements, and programs of skill sequencing, all on the basis of empirical as well as theoretical justifications.

It is with a certain amount of professional reservation that one reads in an author's preface that he hopes to reach the wider audience composed of parents, teachers, school curricula and physical education supervisors, psychologists, and research scholars. In Professor Cratty's case, no such reservations need to be held. His work, while not as extensive as one could wish in certain areas (The patterning of the precise movement of handwriting, for example, has not been looked at much beyond the grosser visual motor control states.), is nevertheless broad enough in scope and comprehensive enough in coverage to be included in a number of professional libraries. One hopes this attention to individual skill specifics in training and transfer is a sign of things to come.

Norris G. Haring, *Director, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, Seattle.*

Creative Person and Creative Process. Frank Barron. New York: Holt, Rinehart, & Winston, 1969. 212 pp. $6.50 Hardcover. $3.95 Paperback.

Creative Person and Creative Process does not fulfill preconceived notions about what a book should be, and yet nevertheless it is as satisfying as many books. The reader becomes acquainted with Dr. Barron and his works, and the acquaintanceship quickly becomes a friendship—one which has a tendency to lull the reader into a nodding type of acceptance of everything Barron says. The viewpoints

are sensible, the language clear and direct, and the definitions of creativity (of which there are several) most acceptable and compatible. A word of admonition to the reader, be certain not to skip the preface and introduction, which could easily happen since the first two chapter headings are so compelling.

This is no tome on creativity, definitive either in scope or depth. In a short (195 pages) volume, Barron touches lightly on a great many topics, giving an almost casual examination and personal reaction to some issues and problems in the field of creativity. The hodgepodge character of the book is somewhat disturbing. The uneven length of the chapters, although at first delightfully refreshing, gives the impression that Barron merely stopped writing when he had no more to say. This is bothersome only on rereading when it becomes apparent that a chapter entitled "A Method for the Intensive Study of Creative Persons" (chapter five) is only four brief pages and has really failed to convey many things the reader would like and is entitled to know about this particular method. At the other extreme, a chapter entitled "Innovators in Business Management in Ireland" (chapter eight), rates 14 pages which this reviewer found extremely uninteresting.

Especially interesting is chapter four "Creativity and Intelligence" which contains a careful and clear discussion of the Getzels and Jackson study. Chapters six and seven are the core of the book. The preface has prepared the reader for the fact that Truman Capote, Norman Mailer, MacKinley Kantor, and others are a part of the study, but unfortunately only a couple of pages tell about writers and creativity. This reviewer, at least, was left with the feeling that the author was holding back, perhaps saving something for another book. Chapter ten "Creative Women" is very interesting, for it deals with a greatly neglected area in the study of creativity. This chapter is certain to enhance Barron's popularity with the distaff group. Chapter twelve on "Nuturing and Encouraging Creativity" depends heavily upon Torrance, but in a little better than five pages there is not much the author could do other than refer the reader elsewhere.

For the most part, the chapter headings are too strongly worded for their contents: the addition of words such as "some," "a viewpoint on," and "reflections about" would have been more nearly correct and more in keeping with Dr. Barron's warm, personal style of writing. (For example, the chapter entitled "Foundation in Childhood of Creative Experiences," which could be a book title, is presented in less than ten pages in an interesting but cursory manner.)

This book is not suitable as a text, but is indeed valuable as a supplementary source of ideas on creativity. Barron frequently makes a statement of fact crisply, and then follows it with an example which serves sometimes to clarify and always to reinforce, a technique many writers of professional literature would do well to copy.

In summary this is a highly interesting discussion of some aspects of creativity, introducing the reader to Dr. Barron and his work. The study of creativity is reviewed historically, and the promise of more to come is held before the reader.

WALTER B. BARBE, *Editor*, Highlights for Children, *Honesdale, Pennsylvania.*

April 1970

Films

Revised Illinois Test of Psycholinguistic Abilities. 16 mm, black and white, approximately 43 minutes. The University of Illinois Press, Urbana, Illinois 61801. 1969.

Of all the new tests introduced during the Decade of the 60's (to borrow a current popular phrase) and used by special educators, the Illinois Test of Psycholinguistic Abilities certainly must be one of the most popular. Experienced administrators of individual tests probably can teach themselves the ITPA in a reasonably short time without

this film, but its use should shorten the learning period as well as result in a more standardized administration. For the neophyte, the film should provide an invaluable introduction and supplement to the manual.

The film itself is simple in format. Mrs. Kirk administers the test to a young boy while Dr. Samuel Kirk provides occasional narration. Some items of the ITPA have been eliminated in order to reduce the overall length, but all of the subtests are included.

This reviewer is mindful of the problems inherent in making a testing film but would like to offer a few comments. Using other camera angles–perhaps one from the right to show more of John's expressions and another to illustrate the actual scoring more clearly–would provide more visual interest as well as more information to the student examiner. A brief guide addressed specifically to some of the questions apt to be generated by the contents would be helpful. This latter comment arises because about half way through the film the examinee shows signs of tiredness/anxiety and near the end he appears to be saying, "Let's stop. I've had enough." Several natural questions arise. For example, Do the authors of the ITPA feel this is significant in this instance? How might the examiner deal with it? Was the filming session a major contributing factor?

In the reviewer's opinion, the film should be shown only after the viewer has read the manual and has developed some familiarity with the test materials. Maximum benefits will be obtained from two viewings, with the second broken into segments for discussion purposes if used in a training class.

Diagnosis of Speech and Reading Problems, and **Treatment of Speech and Reading Problems.** Color, each less than 20 minutes. Doman-Delacato Teaching Films. Prepared and distributed by Cavalcade Productions, St. Charles Road West, Wheaton, Ilinois.

The first film begins with a scene of Dr. Delacato reporting that he believes the evidence indicating that reading is basically a perceptual rather than a conceptual act–thus setting the framework for the film. The next presentation is a brief explanation and illustration of five levels of brain development and neurological development, with the final level being that of consistent cortical hemispheric dominance. Testing has as the major goal the determination of whether and at what level there is a lack of neurological organization; tests chosen must provide for evaluation of all levels. The actual evaluation procedures shown in the film are performance tasks consistent with this rationale and cover the areas of eyedness, handedness, and footedness.

While the title mentions speech problems, the only reference to such problems is made near the end of the film during a brief evaluative scene of a young boy. And again, as in reading problems, the implication is that such malperformance is a symptom of inadequate neurological organization.

Undoubtedly the basic premise to the underlying speech and reading problems (presented in this film) is subject to much debate. The reviewer would only like to remark at this point that he looked at the film four times (twice with experienced school personnel) and each time was struck with the internal consistency of the material and its ability to stimulate discussion.

The second film conveyed its message to the reviewer with much less clarity than the first film, despite several viewings. While several possible reasons may exist, the most likely one is that too much material was condensed and consequently a sense of unity is somewhat lacking. Cross patterning exercises of various types are demonstrated, along with visual training activities and a few others (such as proper eye-paper arrangement). The basic point seemed to be that the evaluation of speech and hearing problems should be directed at the level of failure when a lack of neurological organization was apparent.

The technical quality of both films is excellent–color, sound, motion, etc. Both films appear to have been photographed inside a rather large room with a softly bottom-illuminated floor, an arrangement which gives precise control. However this setup may have been partly responsible for the rather cold, almost mechanical, impression the reviewer received, particularly from the second film.

Films reviewed by Don Mahler, Chairman, Division of Education and Psychology, Humboldt State College, Arcata, California 95221.

Books

High School Work Study Program for the Retarded. Kenneth H. Freeland. Springfield, Ill.: Charles C Thomas, 1969. 107 pp. $6.00.

This book was written for secondary teachers and/or teacher-coordinators of the retarded to fill a void in the literature for this field. Its

size and scope admittedly limit its effectiveness in dealing with all aspects of problem areas in secondary work study training, but it does serve as a minimal foundation for the teacher in preparation or the new secondary teacher.

The author shares his experience by summarizing some basic principles and offering many specific suggestions for the planning and implementation of a high school work study program. General objectives, the values of this type of program, organizational hints, and procedural guidelines are the areas covered.

Some very detailed ideas are offered on classroom design and arrangements, class schedule, school-public information planning, systematic interviewing of prospective employers, state and federal legislation related to work training, budgeting of time for teacher-coordinators, and systematic record keeping. The teacher in preparation or the novice secondary teacher would be able to feel some security in the specific "nuts and bolts" approach taken by the author.

Although the detailed suggestions and specific hints provided added strength to this little book, there is the disturbing thought that if a teacher needs this much detail in providing help, why should he not get more. Problem areas such as transportation, grading, graduation policies, extra curricular participation, integration in regular classes, relevant courses of study, cooperative working relationships with state divisions of vocational rehabilitation, and prevocational evaluation are only alluded to briefly, if at all. The author made some selective decisions about what would be covered, and this was within his prerogative, but this reader feels that an unsophisticated reader in this area deserves a more careful explanation or rationale for the specific choices made and for what other areas need to be covered in order to present a more complete picture of the field. It seems highly possible that one could read the book with its near compulsive attention to detail in some areas and casual mention of other areas and finish it with the distinct impression that only the important areas were covered.

Despite this general weakness and some organizational and editing problems, the book does "head the reader in the right direction" as intended by its author and is recommended for any new or prospective teacher of the retarded at the high school level until a more comprehensive book is available.

Gary M. Clark, Assistant Professor of Special Education, University of Illinois at Urbana-Champaign.

Author's Comments

I appreciate Dr. Gary Clark's concluding statement that this writer met his primary objective in this work. Feedback received to date from teachers in the field is in agreement with him.

I am sorry to have shaken the reviewer with details and specifics in this presentation. It is very possible these ingredients could be disturbing in an atmosphere of philosophy and ambiguity. However, experience in working with teachers has taught me they want answers, not theory—especially the teachers on the move for effective work study programs.

Admittedly, some of the overlooked problems listed by Dr. Clark (transportation, grading, integration, etc.) are important issues. Priority ranking them or even inclusion of them with areas chosen by this writer will not be argued here. Hopefully, this point was made clear in the preface remarks (and acknowledged by the reviewer in his introductory statement) that not all questions could be answered due to the size and scope of this "little" book.

I am pleased that Dr. Clark has recommended this book for the new or prospective teacher of the retarded at the high school level, but, in all fairness to this writer, I am not gratified that the reviewer had to reach outside the contents of this work to find negative criticism for commentary. Then again, this approach is not a new one when a critic fails to find major weaknesses within the pages at hand.

Kenneth H. Freeland

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